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ABSTRACT

This document profiles locally developed programs that have proved effective in specific schools. The material is presented in a manner that is useful to other schools and/or districts. On-site coordinators worked with schools, districts, and departments in the Pacific region to define their problems, determine which of the practices held promise for solving these problems, and helped with the adoption or adaptation of the practice or product. The document is divided into sections on (1) instructional leadership, (2) professional development, (3) curriculum instruction, (4) evaluation and testing, and (5) planning. Many samples of materials used in various programs are included. (CG)

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INTRODUCTION

The primary purpose of a "Promising Practices File" is to share effective, locally developed products and/or processes that have demonstrated effectiveness and have the potential for transferability to other schools and/or districts in the region. These exemplary programs/products provide a vehicle for helping schools, districts, departments of education, and other educational agencies continue their efforts to improve educational opportunities and achievement for all students.

On-site coordinators worked with schools, districts, and departments to define their problems, determine which of the practices held promise for solving these problems, and helped with the adoption or adaption of the practice or product.

The "Promising Practices File" has been developed to accommodate the continued identification and inclusion of noteworthy practices from across the region. It is an evolving document that will grow with the region and its many educators. As such, contributions are requested and encouraged. To ensure maximum transferability, promising practices should be submitted to the Pacific Region Educational Program for formatting, preparation, cataloging, and distribution throughout the region.

One of the keys to effective schooling and positively impacting children is the sharing of promising practices—things that work. This document is intended to facilitate that important process.

SCHOOL CLIMATE LEADERSHIP PROJECT

Jurisdiction: Windward Oahu District, Hawaii

Name of Project: School Climate Leadership Project

Target Audience: Program Policy Board Members,
Administrators and Teachers

Contact Person: Annette Mureyama
45-955 Kam. Highway
Kaneohe, Hawaii 96744

Description of Project:

A human approach to school leadership in which adults of the school community—faculty, plus the students have input into the decision-making process.

Windward Oahu District School Climate Leadership Project

Based on national literature of effective schooling practices, the Windward Oahu District has launched a district-wide effort to initiate the concept of school climate as "everything we do in the name of schooling". This concept embraces the notion that a wholesome learning environment affects the degree and quality of achievement and total personal growth of our students. Student, parent and adult satisfaction are also viewed as critical factors in the teaching-learning process.

With the focus on productivity and satisfaction as twin goals which impinge on the other, a systematic means to bring together data which shows both "hard" data (student achievement, student attendance, student behavior, student demographic, professional staff, awards, recognition), and "soft" data (perceptual) was developed in concert with the State Department of Education. The Windward School Climate Leadership Project has a validated school self assessment tool to determine effectiveness in all areas of schooling. This effort has resulted in a comprehensive school profile which facilitates the school level decision-making involving all role group participants in the process.

Improvement action plans are carried out using the eight-step process outlined in the attached document School Climate Leadership, page 7.

Based on Dr. John Goodlad's study of A Place Called School which views school as the most important unit in bringing about significant educational improvement, all schools have initiated improvement plans with input from all role groups. (Immediate, short and long range.)

In the brief 2-1/2 years since the awareness sessions took place, the mechanism for school self renewal is comfortably in the process of being integrated in each of our thirty schools. Attached are supporting documents which will give additional information on the school climate leadership process.

The effectiveness of this comprehensive approach to school improvement and its effectiveness has been validated by the schools. Please refer to summary enclosures. The potential for transferability is evident in the way other school districts (Honolulu, Leeward, Central, Kauai School Districts) have requested assistance and have begun to incorporate the improvement process. The potential for improving educational opportunities for children is increased as we implement the concepts and processes for mastery learning. Schools will be monitoring their own data and developing improvement plans and evaluating results annually as well as over a longer time frame.

Windward Oahu District

SCHOOL CLIMATE LEADERSHIP PROJECT -- K-12

1984-85

OUR SHARED COMMITMENT

...toward schools where people care

...where the learning environment is safe and supportive

...toward schools where people know what their schools stand for

...where people feel a sense of pride and ownership

...toward schools where hopes and dreams are nurtured to reality

Kengo Takata

**Kengo Takata, District Superintendent
Windward Oahu District**

Acknowledgments

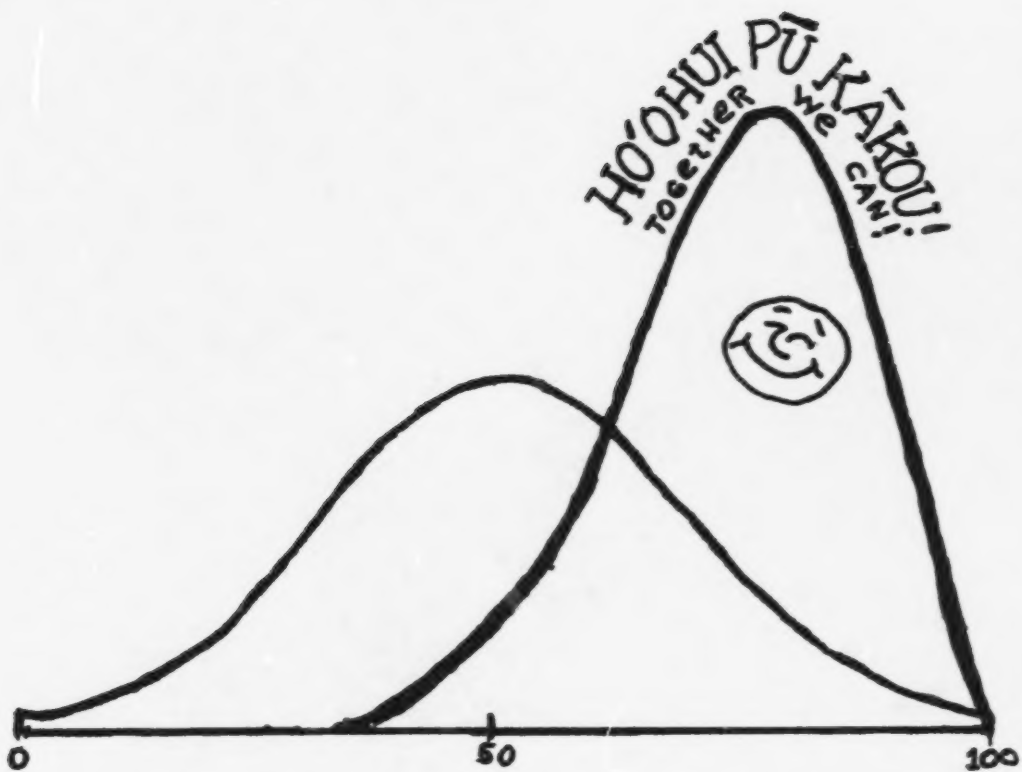
WINDWARD OAHU SCHOOL DISTRICT

**Administrators
Professional Staff
Classified Staff
Students
Parents
District Office Staff**

**School Advisory Council
School Community Council
Parent Teacher Association
Student Council**

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Windward Oahu School District's logo symbolizes the partnership
among all role groups that foster excellence in education.

It reflects the belief that

all students can learn

and learn at a high level of proficiency.

Beliefs About Learners, Teaching, Education and Organizations

1. Almost all students can learn and learn as well as many of our "better" students.
2. Mastery of prerequisites to learning is more important than an IQ score in predicting success in learning.
3. The support and quality of interaction provided by the home is more important than the socio-economic status in developing students who are high achievers.
4. The development of a positive school climate is directly related to the leadership provided by the school principal.
5. Organizations are most effective when there is congruence between beliefs and practices.
6. Students who believe that they can learn will do well in school.
7. Attitude is a mental and emotional habit and habits are learned behaviors.
8. When all the role groups (administration, certificated and classified staff, parents and students) are provided with opportunities for input, interaction, and involvement in pursuing effective schooling, it results in greater cooperation and ownership.

Improving and Developing A Positive School Climate

Board of Education's Definition of School Climate:

School Climate is defined as openness in lines of communication, responsiveness by administrators and staff to suggestions, feelings of genuine participation, cohesiveness, "school spirit", and high morale.

Superintendent's Directions to Improve School Climate:

The climate of the school--the personality or feeling that comes from people relating to each other--must turn students into confident, independent learners.

This climate must be seen by students, especially those who may be inhibited or frustrated, as friendly and supportive, and by adults as contributing positively to pupil learning and behavior.

I would like to see all schools assess their climates and use the assessment results to help make school improvement decisions.

--Francis M. Hatanaka, Superintendent

Goal Statement:

1. To provide throughout the school a wholesome and productive learning environment conducive to high student academic achievement and personal growth of youth at different levels of development, and
2. To provide a pleasant and satisfying school situation within which young people can live and work.

What Is School Climate?

School climate may be defined as those qualities of the school, and the people in the school, which affect how people feel while they are there. What are some of those qualities?

Schools with positive climates are places where people care, respect and trust one another; and where the school as an institution cares, respects and trusts people. In such a school people feel a high sense of pride and ownership which comes from each individual's having a role in making the school a better place.

Schools with positive climates are constantly changing as people reshape them in accordance with human needs. In such schools the social groups (cliques) communicate with one another, respect one another and work with one another for school improvement.

Schools with positive climates are responsive to human needs. Procedures, rules, regulations, and policies serve the people in the schools.

We have now had enough experience with climate improvement to suspect that nothing improves until the school's climate does. How people feel about their school can either facilitate or sabotage change. School curriculum development and improvement is fueled by people's emotions.

As the climate of the school becomes more positive, some highly undesirable symptoms of poor climate tend to disappear. Discipline problems, vandalism, defacing of property and violence subside. Attendance and achievement improve. The number of dropouts declines. People smile more, are more respectful and helpful to others, and assume more responsibility for the well-being of the school.

Progress in improving school climate can be easily documented. Results of the assessment scale will provide evidence regarding the extent to which eight climate factors are positive or negative. These factors are listed and described in the following pages:

- Respect
- Continuous Academic and Social Growth
- Cohesiveness
- Trust
- Caring
- Opportunities for Input
- High Morale
- School Renewal

Goals of A Humane School Climate

What is a truly humane school? What does a good climate look like? What are the characteristics of such a school's learning activities? What instructional conditions must exist? How can a school organization maintain efficiency and accountability in its learning program and still be centrally concerned with people? Can a school have trust and effective communication between administrators and teachers, between teachers and students and parents, and still retain respect for individuality and diverse value positions?

Contained in the answer are the two following goals of the humane school climate:

1. To provide throughout the school a wholesome, stimulating, and productive learning environment conducive to academic achievement and personal growth of youth at different levels of development.
2. To provide a pleasant and satisfying school situation within which young people can live and work.

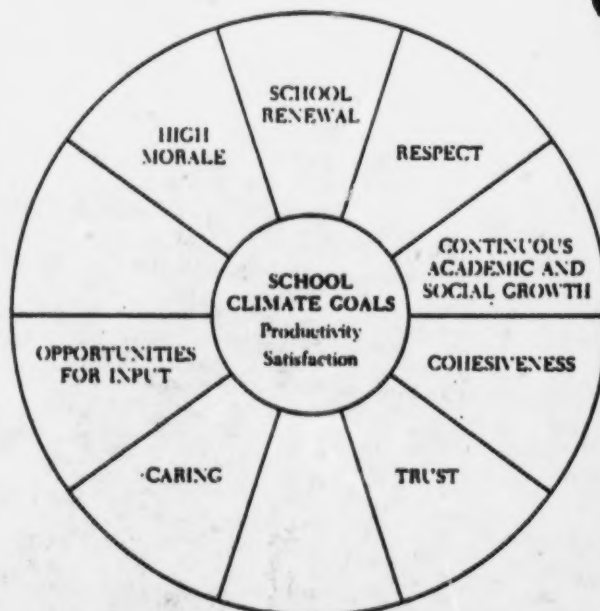


These primary goals focus on the young people for whom school exists. A corollary is provision of a stimulating and productive environment for the adults of the school community--the faculty, principal, other staff members, and parents.

These goals or outgrowths of a school climate can best be characterized as Productivity and Satisfaction.

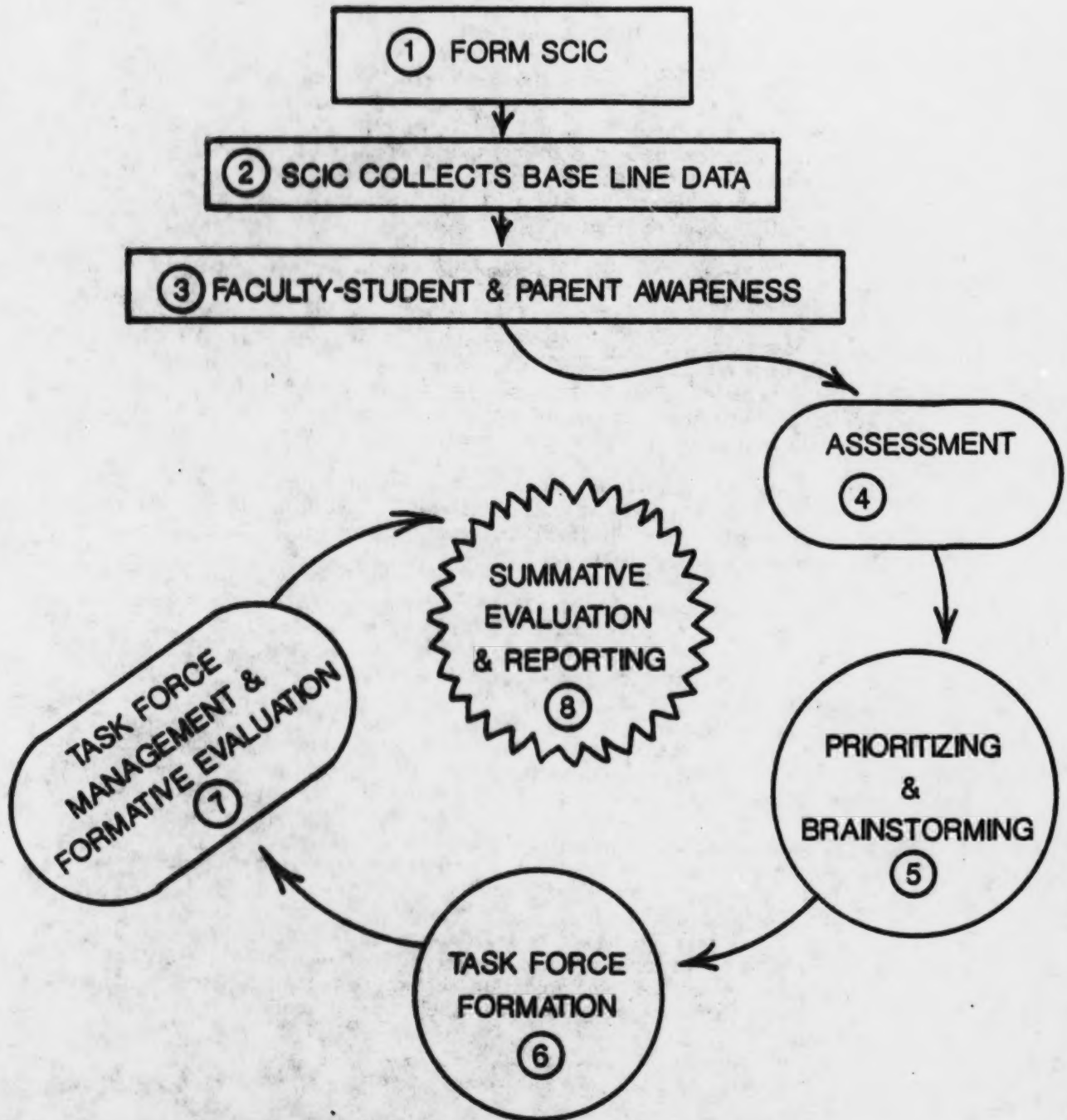
General Climate Factors

1. **Respect.** People should see themselves as persons of worth, believing that they have ideas, and that those ideas are listened to and make a difference. School should be a place where there are self-respecting individuals. Respect is also due to others.
2. **Continuous Academic and Social Growth.** Each student needs to develop additional academic, social, and physical skills, knowledge and attitudes. (Many educators have described the growth process as achieving "developmental tasks." Educators, too, desire to improve their skills, knowledge, and attitudes in regard to their particular assignments within the school district and as cooperative members of a team.)
3. **Cohesiveness.** This quality is measured by the person's feelings toward the school. Members should feel a part of the school. They want to stay with it and have a chance to exert their influence on it in collaboration with others.
4. **Trust.** Trust is reflected in one's confidence that others can be counted on to behave in a way that is honest. They will do what they say they will do. There is also an element of believing others will not let you down.
5. **Caring.** Every individual in the school should feel that some other person or persons are concerned about him as a human being. Each knows it will make a difference to someone else if he is happy or sad, healthy or ill. (Teachers should feel that the principal cares about them even when they make mistakes or disagree. And the principal should know that the teachers--at least most of them--understand the pressures under which he or she is working and will help if they can.)
6. **Opportunities for Input.** Not all persons can be involved in making the important decisions. Not always can each person be as influential as he might like to be on the many aspects of the school's programs and processes that affect him. But every person cherishes the opportunity to contribute his or her ideas, and know that they have been considered. A feeling of a lack of voice is counterproductive to self-esteem and deprives the school of that person's resources.
7. **High Morale.** People with high morale feel good about what is happening.
8. **School Renewal.** The school as an institution should develop improvement projects. It should be self-renewing in that it is growing, developing, and changing rather than following routines, repeating previously accepted procedures, and striving for conformity. If there is renewal, difference is seen as interesting, to be cherished. Diversity and pluralism are valued. New conditions are faced with poise. Adjustments are worked out as needed. The "new" is not seen as threatening, but as something to be examined, weighed, and its value or relevance determined.



SCHOOL CLIMATE IMPROVEMENT PROCESS

EIGHT STEPS



School Climate Leadership Process

- Step 1: Is the formation of the School Climate Improvement Committee (SCIC). The composition of the SCIC is varied and includes students, teachers, administrators; office, cafeteria, custodial, security personnel; parents and the community. This committee manages the climate improvement process, provides leadership and support to the task forces. It also assesses and reports the project's progress.
- Step 2: Is the collection of baseline data. Baseline data consists of student achievement data which includes test scores, grade point average and failure/retention rates; behavioral data which includes disciplinary referrals, attendance and placement in alternative programs; participation in curricular and extra-curricular activities; recognition and achievement awards relating to citizenship-type awards, curriculum and athletic accomplishments.
- Step 3: Is faculty, student and parent awareness sessions where people learn about school climate.
- Step 4: Is the assessment of the school's climate. The survey asks the people to share their perceptions and views as they see the school, its program and its operation through the use of the Windward School Climate Assessment Scales. There are no right or wrong answers. It is merely a reflection of people's reality as they see the school.

The assessment plan at the elementary level includes all grade 4, 5, 6 students, professional and classified staff, in addition to a large sampling of K-6 parents. See Windward District's Elementary School Climate Assessment Scale - Appendix A.

Secondary students in grades 7-12 are assessed through a representative sampling of the school's target groups of students served. Professional and classified staff and parents are also included in this survey. See Windward District's School Climate Assessment Scale for Adults - Appendix B.

Part A of the assessment scale has to do with General Climate Factors: Respect, High Morale, Opportunity for Input, Continuous Academic and Social Growth, Cohesiveness, School Renewal, Caring and Trust.

Part B contains items related to the program determinants. These determinants relate to the learning environment, program support and structure, rules and reward systems.

Part C items relate to the process determinants. These determinants include the operational processes such as problem solving, conflict resolution, effective communication, effective teaching/learning strategies and ways in which schools improve their school goals and plan for their future.

Part D relates to material resources and suitability of school plant.

Step 5: Is the prioritizing and brainstorming sessions. School climate assessment survey profiles alongside baseline data serve as a basis for school-level decision making.

Now we come to a critical process which involves the input of everyone connected with school: students, professional, classified, certificated staff and parents at a meeting set aside for a priority setting activity.

All of these people come together to make their input and select through consensus the priority determinants which they feel will have a positive impact on their school.

After looking at the determinants, the school identifies positive practices and brainstorms other ideas which have the potential of making a positive impact on the school.

The following questions are considered in prioritizing the determinants:

1. Which of the climate determinants are presently having a positive impact on the school's climate which you feel should be continued and expanded?
2. Which of the climate determinants, if strengthened, have the potential for making a positive impact on the climate of the school?
3. Which determinant is not yet functioning well, but if strengthened, could have a positive impact on the school's climate?

Step 6: Is task force formation. People volunteer to serve on task forces. Each task force initiates activities, projects, and programs to influence positively the determinants selected. Task forces are working action groups and not recommending groups.

Step 7: Is the task force management and formative evaluation. Each task force develops an action plan. This task force evaluates its own effectiveness and shares its results with everyone.

Step 8: Is the summative evaluation and reporting. The perceptions of students, professional staff, classified support personnel and parents will provide a profile of the school. This will serve as a thermometer for school improvement on an annual basis. This data along with other school achievement data will serve as a bench mark and guide improvement efforts to be initiated at the school level over a three-to-five-year period.

School Climate Determinants

Program Determinants	Process Determinants	Material Determinants
Active/Varied Learning Environments	Problem Solving Ability/ Involvement in Decision Making	Adequate Resources
Flexible Curriculum and Extracurricular Activities	Improvement of School Goals (School Portrait)	Suitability of School Plant
Support and Structure Appropriate to Learner's Maturity	Identifying and Working with Conflicts	
Rules Cooperatively Determined	Effective Communications	
Varied Reward Systems	Effective Teaching and Learning Strategies	
	Ability to Plan for the Future	
Power of Positive Students (POPS)		
Respect for Others and Self in Education		

The determinants are divided into three major categories: Program, Process and Material Determinants. Under each of these major determinant categories are listed features that comprise the "schooling" process.

There are fourteen features of a school's operations that largely determine the quality of the factors and goals that comprise climate. It is by improving these fourteen determinants that school improvement projects can most easily be developed and evaluated.

It is the interaction of the features under Program, Process and Material Determinants which to a large degree affects the positiveness or the negativeness of the General Climate Factors of respect, continuous academic and social growth, cohesiveness, trust, caring, opportunities for input, high morale and school renewal.

Note that the listing of features of the determinants provides space for additional items that might be pertinent to a particular school.

In the following pages, each determinant is described and examples are given to show what might be expected for each program, process or material determinant.

Program Determinants

1. Active/Varied Learning Environment: Many and varied types of program, instructional strategy and activity are utilized.
2. Flexible Curriculum and Extracurricular Activities: The pace is different for different students and the options to participate in extracurricular activities are geared to different needs of students.
3. Support and Structure Appropriate to Learner's Maturity: The school has teachers and school administrators who help students learn.
4. Rules Cooperatively Determined: The entire school takes part in developing and working out the rules for the school. In addition, those rules are fair.
5. Varied Reward Systems: The school recognizes good performance by students and teachers alike. It also provides for different ways in which students and staff can succeed.

Process Determinants

1. Problem Solving Ability: Problems are recognized and a set of procedures exists to deal with those problems.
2. Improvement of School Goals: The school's goals and directions are understood by all, and those goals and directions are developed with the help of students, staff, parents and community.
3. Identifying and Working with Conflicts: Conflicts are accurately identified and effectively worked on.
4. Effective Communications: Feelings and ideas are exchanged openly and understood.
5. Effective Teaching-Learning Strategies: Teachers know what and how to teach, the community supports new teaching approaches, and the school encourages students to help each other learn.
6. Ability to Plan for the Future: Students, parents and staff make input to the principal in developing the school's programs and budget, which relates to the immediate and long-range future.
7. Power of Positive Students (POPS): Is an instructional approach to strengthening persons from within with an "I CAN ATTITUDE." Students and adults with positive attitudes are more effective learners and "doers."

Material Determinants

1. Adequate Resources: The school has sufficient staff and teaching materials. It offers field trips and other activities away from school.
2. Suitability of School Plant: School buildings and grounds provide enough space for teaching and are kept clean. Students and staff are proud of their buildings and grounds and help keep them attractive.

Program Determinant Activities

ACTIVE/VARIED LEARNING ENVIRONMENT

1. School uses community as classroom activities, project work, outdoor education activities, independent study program, excursions, etc.
2. Students are provided many opportunities for direct application of learned concepts and skills as part of classroom instruction.
3. Student input in determining own needs and in planning for learning is encouraged.

FLEXIBLE CURRICULUM AND EXTRACURRICULAR ACTIVITIES

1. There is continual assessment, restructuring and adjustment of program and activities in response to student needs and interests.
2. Special efforts to involve the uninvolved in activities. Expansion of extracurricular activities to accommodate special interest of ethnic groups, outgroups, expanded intramural programs, etc.
3. Opportunities enabling students to pursue their interests in a variety of settings such as independent study programs, advanced placement, computer study, etc.

SUPPORT AND STRUCTURE APPROPRIATE TO LEARNER'S MATURITY

1. Administration and staff are supportive of differing student needs and look for effective ways to help students learn.
2. There are school programs, activities and processes to accommodate group as well as special target groups who need supplemental support, e.g., group counseling in such areas as alcohol and drug abuse, pregnancy prevention, self-concept and self-esteem enhancement.
3. Student input and involvement are solicited and needs accommodated.

RULES COOPERATIVELY DETERMINED

1. Student and staff are involved in writing and publishing the student handbook. There is periodic revision of rules.
2. People in the school feel that the rules are applied fairly.
3. Students and adults model desirable school behaviors.

VARIED REWARD SYSTEMS

1. Students have input, feedback and numerous opportunities to succeed and to be recognized in many and varied areas such as recognition bulletin boards, "student of the week," Good Citizenship Program, "thank you grams," positive call home, homeroom of the week, etc.
2. There are reward systems to include opportunities for growth, greater responsibilities and recognition for earned achievement.
3. People in the school know and behave according to the standards of the school.

Process Determinant Activities

PROBLEM SOLVING ABILITY

1. School has a clearly identified process for channeling problems with a mechanism for solution finding, implementation and evaluating its effectiveness.
2. Problem-solving processes and its applications are taught and practiced in school.
3. All role groups (students, professional, certificated and classified staff, and parents) work together to make the school a better place.

IMPROVEMENT OF SCHOOL GOALS

1. Systematic procedures for soliciting input on school improvement priorities from role groups.
2. Task force groups develop and implement school improvement activities based on school determinant priorities.
3. Assessment results of school climate, student achievement and behavioral data as well as in-school data are used to diagnose and strengthen the school's programs.

IDENTIFYING AND WORKING WITH CONFLICTS

1. Conflicts within the school are resolved constructively with input from people involved.
2. People in the school feel that the process for working out conflicts is fair and just.
3. People feel that there are opportunities for their ideas to be heard.

EFFECTIVE COMMUNICATIONS

1. Partnership of SCIC, PTA and SCC exists and facilitates effective communications in a variety of ways.
2. Effective use of faculty meetings for open communication.
3. Parent-child conferencing program exists.

EFFECTIVE TEACHING-LEARNING STRATEGIES

1. Participation in an individual professional growth program where teachers and administrators upgrade their capabilities so that services to pupils can be improved.
2. Student goals and objectives are defined as part of the curriculum.
3. There is continual assessment, restructuring and adjustment of the instructional program and activities in response to learner needs and interests.
4. Teachers throughout the school use different strategies to increase learner achievement in personal, social, academic and career competencies.

ABILITY TO PLAN FOR THE FUTURE

1. There is a systematic process by which staff, administration, parents, students and the community input is solicited and prioritized to give direction to school improvement plans over a 3-to-5-year period.
2. There is within the school a leadership network for planning and carrying out improvement activities.
3. There is a systematic process for review and evaluation of immediate and long-range future.

POWER OF POSITIVE STUDENTS (POPS)

1. Use of role models who have surmounted personal handicaps credited to positive thinking.
2. There are many and varied opportunities for students to achieve success and to be recognized.
3. Positive reinforcement techniques are utilized by everyone in the school.

Material Determinant Activities

ADEQUATE RESOURCES

1. Existence of a variety of resources to support and encourage creative learning experiences.
2. Existence of a variety of manipulative and audio-visual materials to accommodate active learning.
3. Extensive, organized use of community resources where students go to the resources and the resources are brought to the school.

SUITABILITY OF SCHOOL PLANT

1. The school plant provides learning areas to accommodate different kinds of learning.
2. The school plant is attractive and aesthetically pleasing.
3. Provision for maintaining attractive landscaping, clean buildings and grounds.

BEST COPY AVAILABLE

Windward Oahu District

SCHOOL CLIMATE LEADERSHIP PROJECT -- K-12
(A Process for School Self-Renewal)

"School is the most important unit in bringing about significant educational improvement."

--Dr. John Goodlad

OUR SHARED COMMITMENT

...toward schools where people care

...where the learning environment is safe and supportive

...toward schools where people know what their schools stand for

...where people feel a sense of pride and ownership

...toward schools where hopes and dreams are nurtured to reality

COMPREHENSIVE SCHOOL PROFILE

Perceptual Data

S
C
H
O
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L
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I
M
A
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V
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Y
T

General Climate Factors A

Program Process Material B

- Students
- Teachers
- Librarians
- Counselors
- Office Staff
- Custodians
- Cafeteria Workers
- Security Workers
- Parents
- Health Nurse/Aide

Baseline Data

- Student Achievement
- Student Attendance
- Student Behavior
- Student Demographic
- Professional Staff
- Awards, Recognition

School Climate Profile
Part A - Annual
Part A/B - 4-Year Interval

Shared Responsibility for Achievement and Satisfaction

Partnership

Students
Administrators
Staff--professional and classified
Parents
Larger Community

Belief Structure of People in the School and Community

Our Assumptions About Learning/Teaching Education and Organizational Change

Provides schools with a comprehensive set of meaningful data to facilitate improvement decisions at the school level.

Appendix A

Elementary School Climate Assessment Scale

Windward District's Elementary School Climate Assessment Scale

RS 84-5842

Instructions to Students

Read each statement that follows.
Then to the right of that statement,
place a check (✓) under the heading
that best describes the statement
as it exists in your school.

Part I

1. School spirit is good in our school.
2. Students in our school really like the school.
3. Teachers treat students well.
4. Principal tries to help students.
5. School is fun.
6. Our principal is friendly.
7. Teachers really care about students.

<u>A</u> Always	<u>B</u> Mostly	<u>C</u> Some- times	<u>D</u> Never	<u>E</u> I Don't Know

Part II

8. We learn things in school that will help us in the future.
9. Our school has a student council that is active.
10. Our school has activities that are interesting.
11. Teachers use many different kinds of teaching materials.
12. Teachers give about the right amount of importance on getting good grades.

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
Always	Mostly	Some- times	Never	I Don't Know

13. Teachers ask students for their ideas to make learning fun.
14. Students that need extra help from the school actually get that help.
15. Teachers spend about the right amount of time teaching reading to the class.

Part III

16. Teachers try to understand how students feel about things.
17. Students like the way this school is run.
18. There is enough chance to meet other students and become friends with them.
19. Teachers make students feel important.
20. Students can count on teachers to listen to their side of the story.
21. It is easy to get to know the teachers in this school.
22. Teachers are pleasant and cheerful in this school.

Part IV

23. Our school buildings are clean.
24. The school grounds are attractive.
25. Enough textbooks are available when students need to use them.

26. There is enough counseling help in our school to help students with problems.
27. Students get to go on excursions to learn more about a topic.
28. Supplies and other materials are available when teachers need them.
29. Experts from the community are called upon to talk about topics of interest to students.

<u>A</u> Always	<u>B</u> Mostly	<u>C</u> Some- times	<u>D</u> Never	<u>E</u> I Don't Know

Appendix B

School Climate Assessment Scale for Adults

WINDWARD OAHU DISTRICT
SCHOOL CLIMATE ASSESSMENT SCALE

Adapted from the CFK Ltd. School Climate Profile
Copyright 1973

Part A
General Climate Factors

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>Respect:</u>										
1. Teachers treat students as persons.										
2. Parents are considered by this school as important partners.										
3. Teachers in this school are proud to be teachers.										
4. Our principal is a good spokesperson for the school's interests and needs.										
5. Students can count on teachers to listen to their side of the story.										
<u>High Morale:</u>										
6. This school makes students enthusiastic about learning.										
7. Teachers have pride in this school and in its students.										
8. Attendance is good; students stay away only for good reasons.										
9. Parents, teachers, and students would defend this school's program if it were challenged.										
10. I like being a part of this school.										

Part A
General Climate Factors
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>Opportunity for Input:</u>										
11. I feel that my ideas are listened to in this school.										
12. When important decisions are made about the programs in this school, I, personally, have heard about the plan beforehand.										
13. Important decisions are made in this school with representation from students, faculty, and parents.										
14. When all is said and done, I feel that I count in this school.										
<u>Continuous Academic and Social Growth:</u>										
15. Teachers are interested in school activities.										
16. Teachers in this school are seeking ways to improve teaching and learning.										
17. Students feel that the school program is meaningful to their present and future needs.										
18. The principal is growing and learning; he or she is seeking new ideas.										
19. Regular opportunities are provided for parents to be involved in examining new ideas.										
<u>Cohesiveness:</u>										
20. Students would rather attend this school than transfer to another.										
21. Administration and teachers work together toward making the school run effectively.										
22. Differences between faculty and students are considered to contribute to the richness of the school.										
23. New students are made to feel welcome.										

Part A
General Climate Factors
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>School Renewal:</u>										
24. When a problem comes up, this school has set procedures for working on it.										
25. Teachers are encouraged to try out new ideas in their classroom.										
26. When a student comes along who has special problems, this school works out a plan to help that student.										
27. Students are encouraged to try out new ideas.										
<u>Caring:</u>										
28. There is an adult in this school that a student can always count on.										
29. The principal really cares about students.										
30. Students feel wanted and needed in this school.										
31. Students in this school are considerate of one another.										
 Part B Program Determinants										
<u>Active/Varied Learning Environment:</u>										
32. Students help to decide learning objectives.										
33. The school provides students with opportunities to apply what is learned.										
34. Each student's special abilities (intellectual, artistic, social, or manual) are challenged.										
35. Teachers use different kinds of teaching materials and techniques.										

Part B
Program Determinants
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>Flexible Curriculum and Extracurricular Activities:</u>										
36. The school's program is appropriate for all ethnic groups.										
37. Teachers try out new ideas and programs.										
38. Students have different ways of meeting course requirements.										
39. Teachers modify their lesson plans on the basis of student suggestions.										
40. Extracurricular activities appeal to each of the various groups of students.										
<u>Support and Structure Appropriate to Learners' Maturity:</u>										
41. The school's program encourages students to develop initiative.										
42. The needs of a few students for close supervision are met without making those students feel "put down."										
43. The administration is supportive of students.										
44. The administration is supportive of teachers.										
45. Faculty and staff want to help every student learn.										
<u>Rules Cooperatively Determined:</u>										
46. The school operates under a set of rules which has been worked out with students, teachers, parents and administration all participating.										
47. Teachers and their students together work out rules governing behavior in the classroom.										
48. Punishment is fair and related to violations of agreed-upon rules.										
49. Students obey the school's rules.										

Part B
Program Determinants
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>Varied Reward Systems:</u>										
50. Students know the standards used to evaluate their work in class.										
51. Teachers are recognized by the school for good teaching.										
52. The principal lets students know when they have done something particularly well.										
53. Students get positive feedback from their teachers when they have done something well.										
 Part C Process Determinants										
<u>Problem Solving Ability:</u>										
54. Problems in this school are recognized and worked upon openly.										
55. If I have a school-related problem, I feel there are channels open to me to get the problem worked on.										
56. The administration of this school examines a lot of different solutions first before deciding to try one.										
57. In dealing with problems, ideas from various ethnic and minority groups are sought.										
58. People in this school solve problems; they don't just talk about them.										
 <u>Improvement of School Goals:</u>										
59. I know something of the goals that this school has set for the year.										
60. The views of parents and the community are sought in developing the school's goals.										

Part C
Process Determinants
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
61. The goals of this school are used to provide direction for programs.										
62. The goals of this school are reviewed and updated periodically.										
<u>Identifying and Working with Conflicts:</u>										
63. In this school, people with different ideas or values get a chance to be heard.										
64. There are procedures open to me for going to a higher authority if a decision has been made that seems unfair.										
65. This school believes there may be several solutions to most problems.										
66. In this school, the principal tries to constructively deal with conflict.										
67. When we have conflicts in this school, the result is constructive.										
<u>Effective Communications:</u>										
68. Teachers feel free to communicate with the principal.										
69. I feel the teachers are friendly and easy to talk to.										
70. Teachers are available to students who want help.										
71. There is frank and open communication in our school between and among different groups (administrator, students, teachers, parents, classified staff).										

Part C
Process Determinants
(Continued)

	What Is:					What Should Be:				
	A	B	C	D	E	A	B	C	D	E
	Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>Effective Teaching-Learning Strategies:</u>										
72. The teachers in this school know how to teach as well as what to teach.										
73. When one teaching approach does not seem to be working for a particular student, the teacher tries another.										
74. This community supports new and innovative teaching techniques.										
75. The school encourages students to help other students with their learning activities.										
<u>Ability to Plan for the Future:</u>										
76. The principal consults teachers, parents and students to make judgments about the school's budget.										
77. Our principal is an "idea" person.										
78. Parents and the community have opportunities to work with school officials on things they would like to see happen in the school.										
79. Parents, staff and students are actively involved in planning school improvement projects.										

Part D
Material Determinants

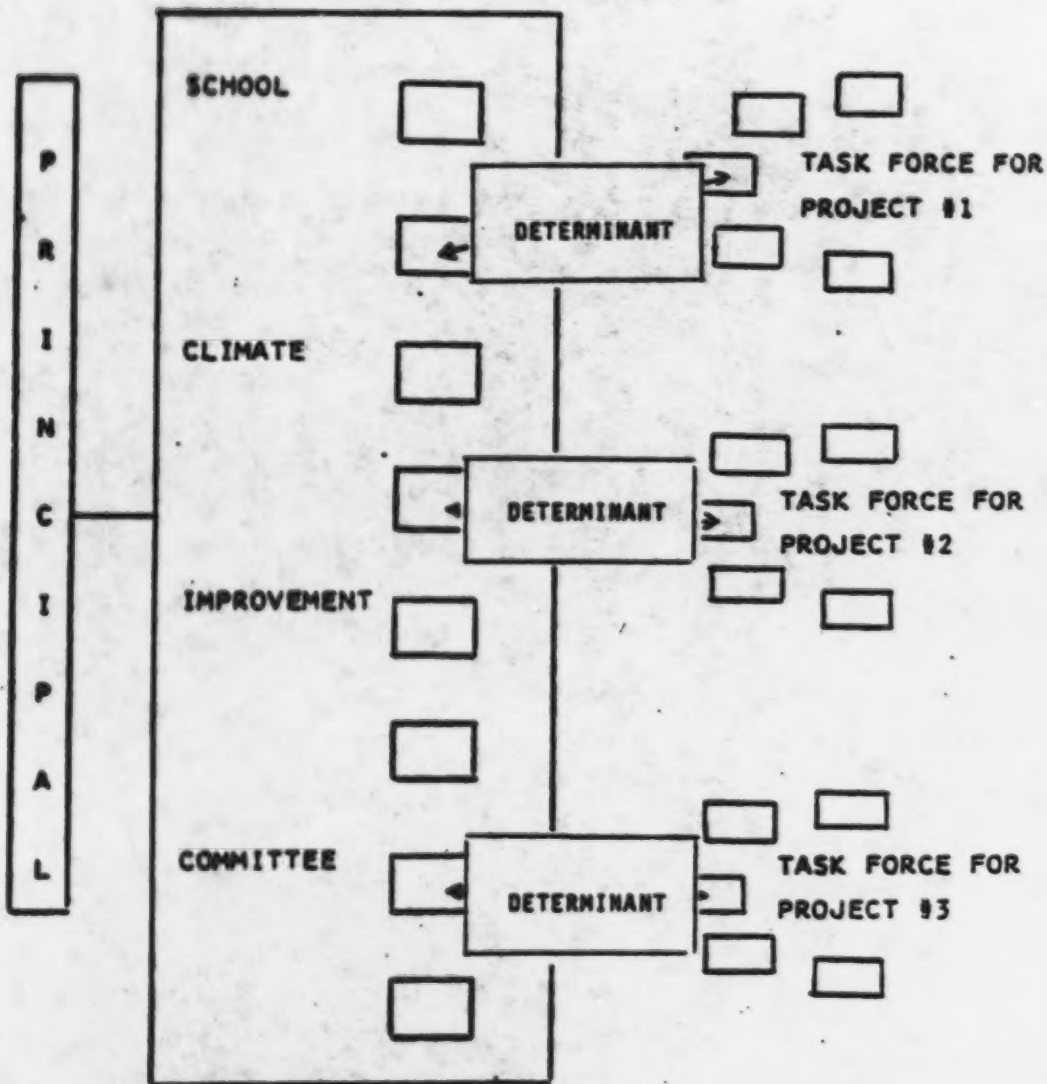
What Is:					What Should Be:				
A	B	C	D	E	A	B	C	D	E
Always	Much of the Time	Sometimes	Never	I Don't Know	Always	Much of the Time	Sometimes	Never	I Don't Know
<u>Adequate Resources:</u>									
80. There is sufficient staff in this school to meet the needs of its students.									
81. Instructional materials are adequate for the school program.									
82. Curriculum materials used in this school give appropriate emphasis and accurate facts regarding ethnic and minority groups.									
83. Students have opportunities to learn through field trips, work-study arrangements, and the like.									
<u>Suitability of School Plant:</u>									
84. School buildings are kept clean and in good repair.									
85. This school has the space and physical arrangements needed to carry out its programs.									
86. Students and staff are proud of their school plant and help to keep it attractive.									
87. The grounds are attractive and provide adequate space for physical and recreational activities.									

Appendix C

Task Force Management

Task Force Management

ORGANIZATIONAL PLAN FOR SCHOOL CLIMATE IMPROVEMENT



EACH TASK FORCE PLANS, ADMINISTERS, AND EVALUATES ONE CLIMATE IMPROVEMENT PROJECT.

SCHOOL CLIMATE IMPROVEMENT COMMITTEE

SUBJECT: FACILITATING TASK FORCE ACTIVITIES

I. FEEDBACK

- A. Share Prioritization Workshop evaluation summary
- B. Analyze participants evaluation
- C. Identify area(s) of concern for follow-up
- D. Organize evaluation data and develop strategies to share results

II. PLANNING FOR TASK FORCE MEETING

- A. Organize date, time, place for SCIC monthly meetings
- B. Plan dissemination strategy to all participants including department heads, grade level chairpersons and other target groups
- C. SCIC members volunteers to join the different determinant groups to establish a communication network
- D. Publish volunteer name lists by determinants
- E. Publish brainstorming ideas by determinant groups
- F. SCIC members will get appropriate list per determinant and will act as chairperson pro tem to call the first task force meeting

III. SCIC will support, facilitate the plans/activities of the various task forces to assure success

- A. Develop a master calendar for the year (dates, time, place)
- B. Hold monthly meetings to assess and support task forces activities
- C. Communicate with all role groups the progress of the SCIC and its task forces
- D. Evaluate accomplishments through Year-End Summary of Task Force Accomplishments. A copy of this form is to be submitted to the District Office.

TASK FORCE ACTIVITIES

I. Organization

- A. Select a chairperson(s)
- B. Select a recorder to take notes, send minutes, etc.
- C. Determine date, time and place for meetings

II. Tasks

- A. Share published list of ideas/activities from brainstorming session
- B. Chairperson will provide leadership on how to deal with the content of ideas/activities
 - 1. Alternate ways of doing
 - a. Look over the list as a total group
 - b. Subdivide into smaller groups
 - 2. Questions to consider:
 - a. Is there a way of categorizing the ideas?
 - b. Consider 1)short term vs. long term goals
 - 2)specific target group responsibilities vs. total group
 - 3)things within control vs. noncontrol
 - 4)etc.
 - 3. Solicit input from group as to ways of grouping
 - 4. Select a way to categorize which is acceptable to all
- C. Relate consideration questions used in the prioritizing and brainstorming activities:
 - 1. Which of the climate activities are presently having a positive impact on the school's climate and which you feel should be continued and expanded?
 - 2. Which of the climate activities, if strengthened, has the potential for making a positive impact on the school's climate?
 - 3. Which activity is not yet functioning well, but if strengthened, could have a positive impact on the school's climate?
 - 4. Examine present practices which perhaps are not contributing to a positive school climate and consider eliminating.

- D. Prioritize 3-5 activities which the group can agree on. Look at short term/long term goals and whether they are realistic, achievable and manageable.
- E. Members will volunteer to serve on specific task force per activity. (Ad hoc)

III. Specific Task Forces

- A. Select chairperson(s)
- B. Select a recorder
- C. Additional helpful details for Task Force Management may be found on pages 6.3 - 6.6 in the Windward District Leadership Source Book.
- D. Use attached form, Task Force Action Plan sheet to document strategy and/or activities in detail.
- E. Present plan to SCIC and coordinate activities with school's master calendar.
- F. Essential to gain acceptance and support of plan from SCIC
- G. Present ideas and plan to all role groups and solicit cooperation from them
- H. Implement plan
- I. Evaluate progress and make necessary changes to make activities successful
- J. Evaluate task forces accomplishments on the results portion of the Task Force Action Plan sheet which is to be submitted to the School Climate Improvement Committee chairperson.

TASK FORCE ACTION PLAN

DETERMINANT _____

MEETING DATE _____

CHAIRPERSON _____

TIME _____

RECORDER _____

PLACE _____

TASK FORCE MEMBERS:

_____	_____
_____	_____
_____	_____
_____	_____

OBJECTIVE: What is it that this task force wants to accomplish? (one objective per sheet)

42

ACTIVITIES	PERSON RESPONSIBLE	TARGET DATE	RESULTS
50			51

Principal _____

School Climate Improvement Committee
Chairperson _____

School _____

YEAR-END SUMMARY OF TASK FORCE ACCOMPLISHMENTS

YEAR - _____

DETERMINANTS: _____

ACTIVITIES COMPLETED AND/OR ONGOING

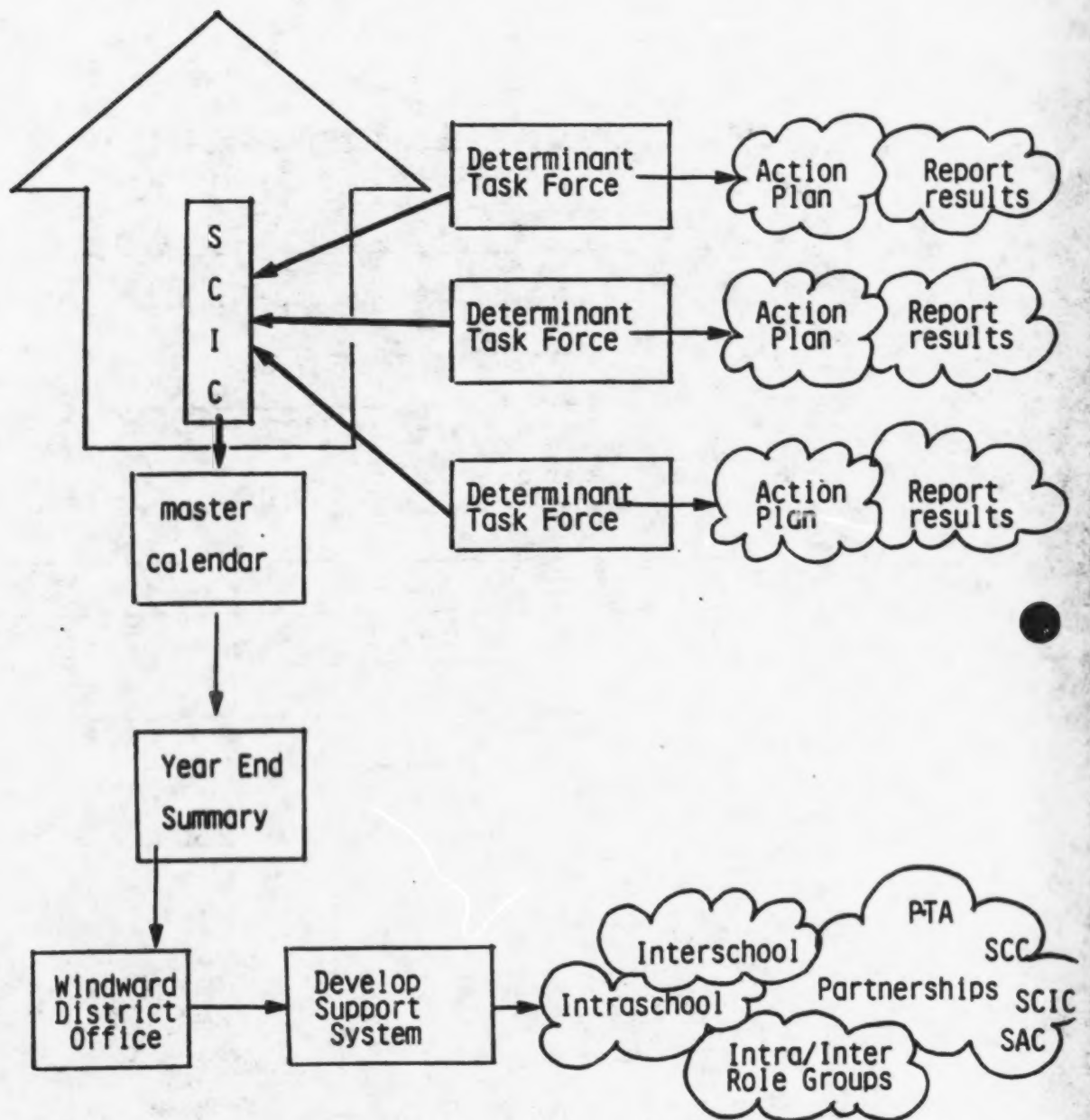
	Completed	Ongoing
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		

OVERALL IMPACT ON TOTAL SCHOOL CLIMATE (NARRATIVE). Perceptions
or Hard Data (Attach data).

CONCERNS/ISSUES/OTHER COMMENTS:

MAJOR ACTIVITIES & FEEDBACK SYSTEM

PARTNERSHIPS & SUPPORT SYSTEM



Appendix D

Comprehensive School Profile

COMPREHENSIVE SCHOOL PROFILE

"HARD" DATA

BASELINE DATA

A. Student Achievement

B. Student Attendance

C. Student Behavior

D. Student Demographic

E. Staff - Teaching

"SOFT" DATA

PERCEPTUAL DATA

Windward Oahu District

School Climate Assessment

Survey of all role groups

Students

Certified Staff

Classified Staff

Administrators

Parents



Provides schools with a comprehensive
set of meaningful data to facilitate
improvement decisions at the school level.

SCHOOL PROFILES

LONGITUDINAL DATA

A. STUDENTS-ACHIEVEMENT

1. SAT
2. SAT, by ethnicity
3. CBM, Grade 3
4. Grade Retention
5. SLEP Exits
6. GPA, PURM Secondary Schools
7. Seniors with 20 credits, PURM Schools
8. Seniors not graduating
9. Awards

B. STUDENTS-ATTENDANCE

1. Transiency
2. DE's
3. Average daily absence

C. STUDENTS-BEHAVIOR

1. Suspension
2. Incident Reports
3. Dismissals

D. STUDENTS-DEMOGRAPHIC

- 1. Ethnicity**
- 2. Federal connection**
- 3. Public Assistance**
- 4. School lunch (free/reduced price)**
- 5. Special Education**
- 6. SLEP**

E. STAFF-TEACHING

- 1. Ethnicity**
- 2. Experience**
- 3. Age**
- 4. Absence**

SCHOOL DISCIPLINE PROCEDURES

Jurisdiction: Guam

Name of Project: School Discipline Procedures

Target Audience: Students, Teachers, Administrators,
Parents

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

In an effort to positively address the matter of school discipline, the Guam Department of Education has developed a Student Discipline Procedures handbook. This booklet is now in its third revision and printing.

The Student Discipline Procedures of the Department of Education provide a consistent district-wide system for establishing and maintaining a positive learning environment in the Guam Public Schools.

The operational philosophy of the Department is to utilize all possible resources to solve the discipline problems occurring in our schools. An effective discipline procedure must be multi-faceted and offer a variety of interventions. The procedures introduce several concepts new to school discipline on Guam. While there was no attempt to eliminate the use of out-of-school suspension, the Department seeks to place it in proper perspective in relation to the nature, severity, and frequency of the problem.

The procedures were designed primarily for the middle and high schools. Many of the procedures also apply to the elementary level.

Having clearly defined and communicated discipline expectations coincides with effective school research and has proven to make a substantial difference in the school climate.

SCHOOL ORIENTATION, PROCEDURES, AND EXPECTATIONS

Jurisdiction: Guam

Name of Project: School Orientation, Procedures, and Expectations

Target Audience: Students, Teachers, Administrators, Parents

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

Guam's P.B. Leon Guerrero Middle School has developed an informational folder to be used by its students as any other folder would be. The significant difference is this folder contains a wealth of student information on all four sides. The intent was to package and convey important information about the school to students in a way that would increase the probability of it being used and retained.

To accomplish this end, a folder was designed that could be used as any other school folder, but it also addresses topics such as school spirit, who owns the school, main office procedures, attendance, closed campus, change of address and telephone number, transfer to another school, telephone use, extracurricular activities, books, passes to/from class, report cards/progress reports, school services, lockers, the school calendar, student activities, parties, dress code, articles prohibited in school, visitors, fire signal, daily classroom operational discipline procedure, discipline procedures, a place to record the names of key school personnel, and a place for the student's class schedule. The back of the folder has a map of the school campus and a ruler on it.

This project has proven to be very effective in communicating information to students via a means that is creative and orientated to the student.

F.B.I.G.



HAWKS

WELCOME TO

F.B. LEON GUERRERO MIDDLE SCHOOL

F.B. Leon Guerrero Middle School welcomes you. You are entering a school with a strong academic program and with a highly competent faculty sincerely interested in young people.

Everything we do at FBLG will be focused around our school goals. You will hear and see these many times. In addition to academic excellence, goals include:

- Knowledge
- Self Respect
- Self Control
- Self Discipline
- Respect for Others
- Sense of Responsibility

We ask and encourage you to dedicate all your actions to these goals while you are a student at FBLG.

You will find that this folder answers many questions you might have for continued fulfillment of these goals. Read and keep it for continuous reference.

FBLG's colors are blue and white. Our mascot is the Hawk. Be proud of our school; take good care of it. Feel free to ask any questions or make suggestions for improving it.

SCHOOL SPIRIT

School spirit may be divided into three categories:

1. Courtesy - Toward teachers, fellow students, and other officials of the school.
2. Pride - In everything our school endorses is accomplishment and has accomplished.
3. Sportsmanship - The ability to win and lose gracefully.

School spirit means loyalty to all functions of the school.

A loyal student supports his school and does his utmost to keep his scholastic and activity standards at the highest possible level.

WHO OWNS THIS SCHOOL

Surprisingly you do! Your parents and laws are legally required to pay taxes that build and maintain the public school system. Everyone pays taxes in one form or another. Therefore, any damage done to this building, equipment, buses or books must be paid for with your own family's money. It is not enough that you should refrain from doing anything to increase this cost to your parents, neighbors and yourself, but you must also help protect the school by discouraging or reporting such activity by any other person. Classroom must include items as fun!

MAIN OFFICE PROCEDURES

The office of a middle school is a busy place. Students are reporting to the vice principal, health counselor, attendance secretary, or attending to other business of importance. The office is to be used in a business-like manner. We ask all students to observe the following:

1. The office is open to students before school and after school until 3:30 P.M. daily.
2. Enter the office only when you yourself have business there. One student delivering a note along with friends creates unnecessary crowding.
3. The office area should be quiet at all times. Conversations should be held in low tones.
4. When entering the office, please sign the office register. You will be met at the counter by either a school secretary or an office helper to assist you.
5. If you are asked to wait and wait for something while in the office, you should sit quietly.

ATTENDANCE

You are expected to be in school every day. Absence is excused only for illness or injury or treatment by a dentist or family health advisor. All absences must be verified with a written excuse. Students returning to school after an absence must present a signed excuse to the homeroom teacher prior to the start of the first period class and obtain an permit slip before going to class. Any absence without a valid reason is listed as an unexcused absence. Work missed may or may not be made up depending upon teacher discretion. Habitual absences are reported to the school's trust officer.

CLOSED CAMPUS

FBLG has a closed campus. This means that you may not leave the school or its grounds at any time without the permission of the principal or his designees. You must stay within designated areas on campus during break and lunch periods. A parent or legal guardian must sign a student out in the office.

CHANGE OF ADDRESS AND TELEPHONE NUMBER

If you change your address or telephone number, please notify the attendance secretary at once. This is very important.

TRANSFER TO ANOTHER SCHOOL

If you are moving away and must withdraw from FBLG, please notify your counselor and a transfer will be issued to you by the attendance secretary.

TELEPHONE USE

The use of the school telephone by the students is reserved for emergency cases only.

EXTRA CURRICULAR ACTIVITIES

Extra curricular activities include a Student Council, fall and spring concerts, end-of-the-year talent show, and monthly special events planned by the Student Council.

BOOKS

Library books and regular class textbooks that are checked out by/to students and not returned or are damaged must be paid for. It is each student's responsibility to see that books are cared for properly. All textbooks and workbooks entrusted to your care should be covered, and you should write your name in each book to help you recover it if misplaced.

PASSES TO/FROM CLASS

Students must have a corridor pass to leave a class. Teachers may give students passes to the library, nurse's office or counselor's office at their discretion. A student out of class without a pass is considered skipping class.

REPORT CARDS/PROGRESS REPORTS

Report cards are issued at the end of each quarter (four times a year). Progress reports will be sent at the written request of your parents. A deficiency notice will be sent if you are not adjusting to the behavioral standards of the school or making satisfactory progress in your studies. Your parents are asked to sign the slip and return it to your teacher within three days. Conferences with your classroom teacher can be arranged by contacting your counselor.

SCHOOL SERVICES

Academic Counseling

Each grade level has a counselor who will advise and help any student with school and personal problems. Counseling is putting it all together. It is all about YOU and:

1. Success and failures
2. Courses and grades
3. Plans and decisions
4. Conflicts and hassles
5. Friends and enemies

You may request an appointment with your counselor by filling out a "request to see counselor" slip from your homeroom teacher. Your homeroom teacher will forward it to the counselor who will call for you as soon as he/she can. You and your parents are encouraged to meet with your counselor.

Health Counseling (Nurse)

A registered nurse is on duty in the health room. In case of illness or injury on campus, the health office must be contacted immediately. If a student becomes ill during class, he/she should be given a pass to the health office. The nurse will, in most cases, contact the parent to take the student home.

If any medication is to be taken at school, a written note from the physician stating how much and how often the medication will be given is required. The note and medication will be kept in the office. Under no circumstances will the nurse give any unauthorized medication.

The Library

The library is open throughout the school day. It may be closed occasionally for special school testing and class instruction.

If you want to use the library during lunch time, a teacher must issue you a library pass, good for only one day. Students who leave the library may not return.

Please feel free to ask the librarian for assistance. You are responsible for all material you check out. Lost or damaged material must be paid for at their replacement cost.

Four books may be borrowed for a two-week period and may be renewed once.

All books must be signed for before they can be taken out of the library.

Sign your first and last name and your homeroom number.

Students with overdue books may not check out additional books.

Students who do not conform to the standard of thoughtfulness for others' needs will not be permitted to remain in the library.

Overdue notices will be sent to the student's homeroom class. Students will report to the library the same day or before school the next day.

Cafeteria

Eating at school is limited to lunch hour and in the cafeteria. FBLG has a wide cafeteria which is shared with the neighboring Sanchez High School students. The school has a federally approved lunch program. Hot lunches and breakfast daily. Students who bring their lunches may purchase milk and eat in the cafeteria.

Good table manners are expected from every student. The following should be observed:

1. Wait in the appropriate line.
2. Cutting or saving places is not allowed.
3. Buy food for yourself only.
4. Go to the end of the line if you must leave the line for any reason.

Bus Service

Riding the school bus is a privilege. Students are expected to show respect to the bus driver and consideration for everyone in the bus. Safety can be achieved by proper behavior.

Special Services

In striving to meet the needs of all the students, FBLG Middle School has special services personnel available to help students in their areas of need through special programs. To receive assistance or for further information, please contact your grade level counselor.

LOCKERS

You will be assigned a locker at the beginning of the school year for the purpose of keeping your books, clothing, and other items. It is your duty to care for your locker. Under no circumstances should the combination be shared with other students.

Get study materials for your morning class when you arrive in the morning, and materials needed in the afternoon classes during lunch period. You should not leave classes to go to your locker except with permission.

1984-1985 SCHOOL YEAR SCHEDULE

August 22	Students report
October 26	End of first quarter
October 29	Begin second quarter
December 24-January 6	Christmas Holiday
January 17	End of second quarter
January 21	Begin third quarter
March 22	End of third quarter
March 25	Begin fourth quarter
June 6	End of fourth quarter

STUDENT ACTIVITIES

The Student Council is made up of elected officers and one representative from each homeroom. They plan activities that the students will undertake for the whole year.

PARTIES

All parties will be on a school-wide basis. Individual classroom parties are not allowed.

Students who are administratively disciplined prior to an activity are secluded in a room designated as Study Hall.

DRESS CODE

FBLG Middle School students are encouraged to take pride in their dress and conduct. All students are expected to dress neatly and in good taste. Clothing should be comfortable, appropriate, and not embarrassing or distracting to others. Students must observe and maintain healthy personal hygiene.

ARTICLES PROHIBITED IN SCHOOL

Problems arise each year because students bring articles which are hazards to the safety of others, or interfere in some way with school procedures. Items such as toy guns, sling shots, knives, radios, computer games, cassette recorders, cameras, etc., if brought to school will be confiscated and returned to the parent at his/her request.

VISITORS

Parents or other responsible adults are welcome to visit the school. They must, however, check in at the office.

Students are not allowed to bring younger brothers and sisters to school with them.

FIRE SIGNAL

When the fire alarm system is rung, you should:

- 1) Leave the building in an orderly manner according to directions given by the teacher.

- | | | |
|--|---|------------------------------|
| I. Inappropriate display of affection on campus | Counseling with student-parent contact. | Referral parent contact. |
| G. Smoking, possession of tobacco, smoking paraphernalia | Confiscation, parent contact. | Mandatory parent conference. |
| H. Investigating fights, intimidation, verbal threats | Referral to office-parent contact. | Mandatory parent conference. |

Students will be subject to exclusion from school activities based on certain behaviors. We feel strongly that it is a reward for good behavior to attend certain school functions.

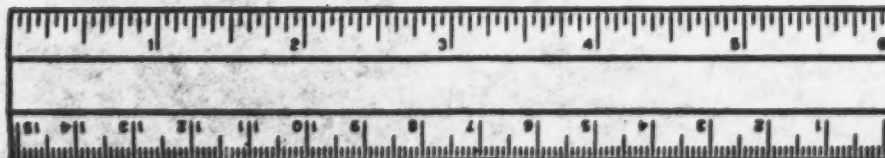
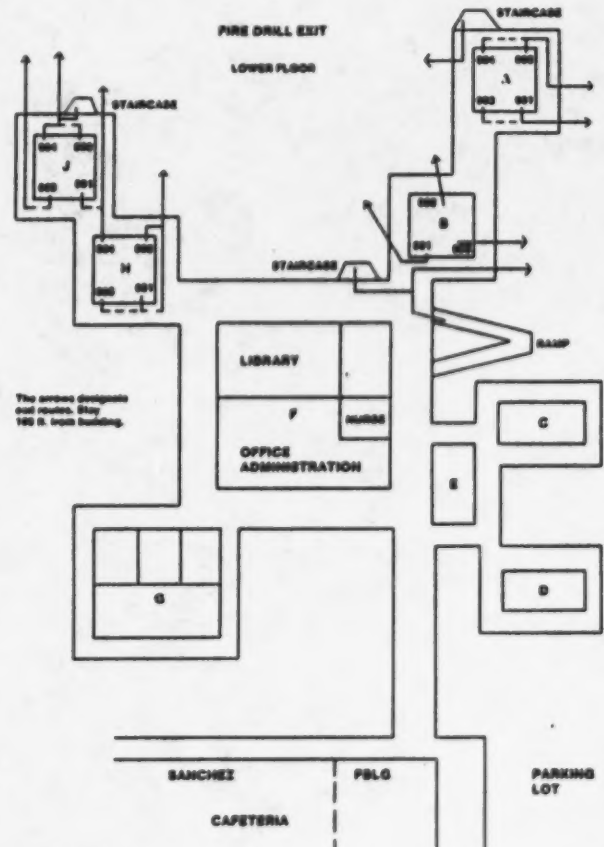
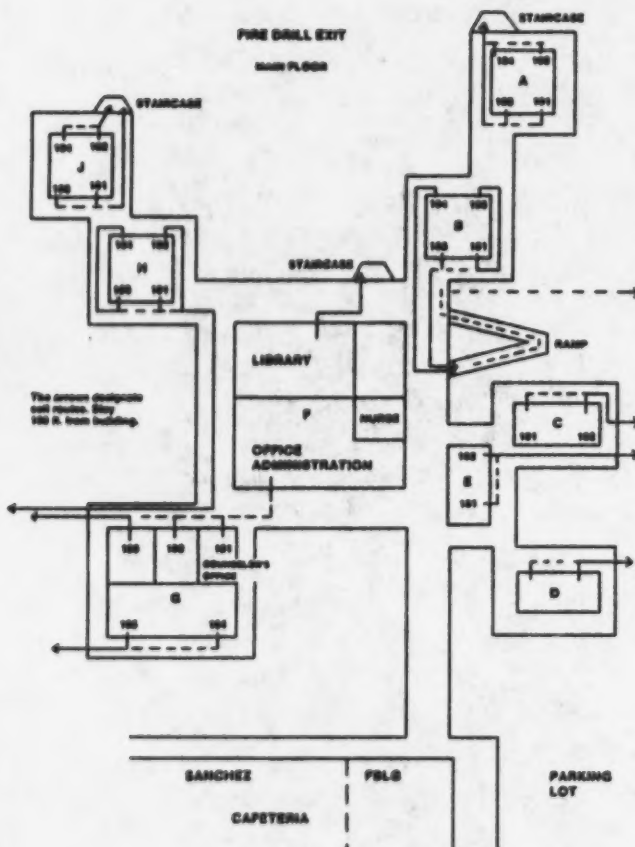
SITUATION

- Any behavior which results in a referral to the office
- Three (3) suspensions
- Possession of or use of alcohol or drugs at school or related school event.

EXCLUSION

- The next school activity.
- All remaining school social activities.
- All remaining school social activities.

F.B. LEON GUERRERO MIDDLE SCHOOL



ATTENDANCE PROGRAM

Jurisdiction: Guam

Name of Project: Attendance Program

Target Audience: Parents, Community, Administrators, and Teachers

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

The computer attendance program piloted at John F. Kennedy High School during the 1984-85 school year is now fully implemented at that school. This program, along with the hiring of more attendance officers, has been responsible for reducing student absenteeism at this school. The Department has increased the number of attendance officers to thirteen. All of these officers completed a three-day training program in August designed to standardize the procedures they use to deal with truants.

Attendance aides have recently been assigned to all of the secondary schools. They are responsible for calling parents of absent and truant students to determine the reason for each student's absence. This project is designed to increase parental awareness of their children being absent from school without their knowledge.

Plans call for implementing the same program at George Washington High School beginning the second semester. The Guam Police Department has been using the attendance information to assist them in their role as well.

HOMEWORK HOTLINE

Jurisdiction: Guam

Name of Project: Homework Hotline

Target Audience: Parents, Community, Administrators, and Teachers

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

In order to help parents and children with homework and school-related skills, the Department has established a telephone assistance project, Homework Hotline, that links the classroom efforts of the teachers with the home activities of students and parents. This effort is intended to increase communication between the home and the school in an atmosphere of mutual support for our children's educational progress.

A team of highly competent and qualified teachers staff a bank of telephones located in the central office from 5:00 p.m. to 8:00 p.m. three (3) days per week. The teachers have access to virtually all adopted texts used in our schools as well as supplemental materials. This program is now in its second year and is highly successful.

SATURDAY MEETINGS WITH PARENTS

Jurisdiction: Guam

Name of Project: Saturday Meetings with Parents

Target Audience: Parents, Community, Administrators, and Teachers

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

This was a new program which began in fiscal year 1984. The program focuses upon the Director and Deputy Director of Education making themselves available to meet with parents on Saturday mornings. The purpose is to afford parents an ongoing opportunity to express concerns, needs, and comments about Guam's educational system.

This experimental project is designed to establish a solid communication link between the parents and the Department's leadership. To date, the program has been minimally successful, but it is expected that more parents will come forward with their comments and suggestions on the educational needs of the territory as it becomes more firmly established.

FAMILY GOALS PROJECT

Jurisdiction: Hawaii District, Hawaii

Name of Project: Family Goals Project

Target Audience: Teachers, administrators, Board Members, parents

Contact Person: Ruth Walker, Principal
Keaukaha School
240 Desha Avenue
Hilo, Hawaii 96720

Lawrence Nakagawa, Principal
Mt. View Elementary & Intermediate School
P.O. Box 9
Mt. View, Hawaii 96771
(808) 935-1959

Description of Project:

Objectives:

To involve parents in their children's reading development; to demonstrate that involvement by parents during their children's early schooling is significant in attaining success in school, to provide a means for parents to be influential in the formation of attitudes toward school achievement.

Need:

Students in the ECIA, Chapter I program were selected after a review of their records and test scores indicated the need for supplemental reading services.

In the Chapter I grant program parent involvement is a requirement. A School Parent Advisory Council for each program school participates in project planning implementation and evaluation activities. In Hawaii District an added structured component for voluntary participation by parents was developed to help parents in assisting their children in a family effort to supplement their reading instruction.

Activities:

Parents become knowledgeable about the Family Goals Project and volunteer to participate. Parents then select one or more goals to achieve during the school year.

Teachers assist parents in the record-keeping process and maintain individual files for the target students.

Every week teachers respond to the report sent in by the parents. For data collection purposes, the different family goals are logged also.

Teachers contact parents by note, telephone, or visitation to provide frequent feedback and communication about the children's reading achievement and other mutual concerns.

Evaluation:

An oral interview/personal testimony method was used in evaluating the program. Parents' participation at school functions and volunteer activities was logged. Weekly parental logs of student work were recorded. The result indicated that the program is extremely successful.

For a more specific data collection design, the lead-lag time factor should be a major consideration. The evaluation method for the continuing program would need to be goal specific for each parent or family in the sample or population. The data collection would then be more precise and done for a longer period. The data would also indicate that continuous treatment was carried out.

ORAL AND WRITTEN ENGLISH FLUENCY EXAM FOR TEACHERS

Jurisdiction: Guam

Name of Project: Oral and Written English Fluency Exam
for Teachers

Target Audience: Teachers and Administrators

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

The Guam Department of Education has initiated an oral and written English testing program for newly hired teachers beginning September 1985. The test, Basic English Skills for Educators (BESTE), is also administered to all currently employed teachers in the Department upon recertification. In addition, all administrators will be given the test during the 1985-86 school year.

The purpose of the program is to identify language development needs in instructional and supervisory personnel. The Department is developing an intensive in-service program to address needs as identified through test results.

OPERATIONAL PLAN FOR KOSRAE STAFF DEVELOPMENT

Jurisdiction: Federated State of Micronesia
Name of Project: Operational Plan for Kosrae Staff Development
Target Audience: Policy Makers, School Administrators
Contact Person: Kalwin Kephas
Staff Development Specialist
Department of Education
Kosrae State Government
Tofol, Kosrae State
Eastern Caroline Islands 96944

Description of Project:

A STAFF DEVELOPMENT PROGRAM in the Department of Education will be established so that all staff (teaching or not) shall take the opportunity to upgrade skills in their field of study or enhance their understanding of the Department and work as a member of the team in promoting education in Kosrae. This project will enable teachers, principals, specialists, and other administrators to continually observe current practices and improve their practices while working or taking training within the Department. Obviously, effective schooling is the major vehicle of this effort. Most trainings will be by local resources, and outsiders when there is a need. It is hoped that in the future local resources can fully take over the training and improvement responsibilities as a result of this project.

A team consisting of two specialists, a principal, a teacher trainer, and three master teachers will voluntarily study the trends of Kosrae education, identify the current practices, set goals for training with the appropriate personnel in the Department and train a pilot school on effective schooling. Training will be done in the morning during staff meetings so that staff could critically study the effective schooling approach and implement it during a one year course.

During the course of implementation the team will monitor each teacher involved to check on the progress. Occasionally, the team will demonstrate on an effective approach when there is a need for it, otherwise, a consultant will have to be hired to help.

The knowledge will then be multiplied to nine other teachers by the master teachers with the help of the principal and the specialists. Gradually, the nine teachers and the master teachers will then pass the technique to the other teachers in the schools, either individually or in small groups of three.

If the pilot school is effective as a result of proper evaluation, then the central personnel will move on to a different school until all schools in Kosrae are trained in effective schooling.

OPERATIONAL PLAN FOR STAFF DEVELOPMENT

Activity

Procedures

Responsibility

Participants

Timeline

I. Establish Improvement Project

- . Develop rationale as to the importance of project.
- . Develop a cost analysis for the project and identify possible sources of funding
- . Identify project personnel and their respective roles and resp.
- . Obtain SDE approval

Teacher Trainer

Teacher Trainer, Programs Coordinator, and SDE

August 1985

II. Assessment and Goal Setting

- . Delineating instructional needs:
 - teachers performance
 - students' achievement
 - textbooks and other materials and equipment
 - facilities and overall learning environment
 - parental and community participation
 - curriculum development activities
- . Delineating staffing needs:
 - Certification
 - Student-Teacher Ratio

Testing and Evaluation Coord.

Principals, specialists, teachers, parents, students, prgms. Coord., Instructional Supervisor, T&E Coordinator

Sept.-Nov.,

Parents, chiefs, teacher, principals, students, and outreach coordinator
Specialist, teachers, students, programs coord., curric. writers, and testing/eva. coordinator, I/S

Dec. 1985

January 1986

Programs Coordinator

SDE, Principals, Teachers, and A/O, I/S

October 1985

Specialists, SDE, teachers principals, T&E Coordinator, Parents, I/S

January 1986

- inservice training and other staff development activities

Teacher trainer, SDE principals, teachers, and specialists, I/S

February 1985

- support systems

SDE, TE Coordinator, A/O Specialists, program coord. I/S

March 1986

- . Goal Setting
 - identification of current practices

Instructional Supervisor

SDE, specialists, I/S, principals, and teachers) Parents, Students T&E Coord.

March 1986

April 1986

- determining and prioritizing needs

- delineating goals and setting objectives

May 1986

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III. Training

. Planning

- creating awareness
- select implementors
- setting expectations
- identify funding sources

Teacher Trainer

Specialists, T/E Coord.
programs Coord., Principal,
Teachers, parents June 1986

. Implementation

- departmental workshops
- consultancies
- higher education
- outside training opportunities

Teacher Trainer

Specialists, teachers, T&E Coord.
principals, programs Coordinators July-Aug. 1986
teacher trainer

IV. Project Evaluation and Recommendations

. Review

T&E Coordinator, Teacher Tr.,
Instructional Supervisor

Principals, teachers,
specialist, program coord. Sept.
Teacher trainer, T&E Coord., Dec.
and Instructional Supv. 1986

. impact evaluation

. Final Project report

**A PROCESS FOR DEVELOPMENT OF PROCEDURES FOR IDENTIFYING NEEDS AND
DEVELOPING PROGRAMS TO MEET THOSE NEEDS IN STAFF DEVELOPMENT**

Jurisdiction: Northern Marianas

Name of Project: A Process for Development of Procedures
for Identifying Needs and Developing
Programs to Meet Those Needs in Staff
Development

Target Audience: Policy Board Members, Administrators,
Staff

Contact Person:

Description of Project:

Goal #1: Develop procedures for identifying staff development
needs and seek Board approval.

Task 1: Appoint staff development committee with a
suggested makeup of one Board member, one parent,
seven teachers, one consultant and two elementary
principals.

Task 2: Review staff development procedure from
other districts; review current literature and
research; examine specific staff development
problems in Northern Marianas District; develop
draft procedures; circulate to staff for review and
input; develop final procedures; circulate to staff
for review and input; develop final procedures and
submit to the Superintendent to secure Board
approval.

Product: Board approved procedure for
identifying staff development needs in
various areas of study.

Goal #2: Develop procedures for delivery of staff development programs.

Task 1: Commission same committee established for Task 1 under Goal #1.

Task 2: Follow same procedure as in Task 2 under Goal #1.

Product: Staff development delivery system.

Goal #3: Identify needs, develop inservice programs (All tasks to be in accordance with approved procedures)

Task 1: Review transcripts of teachers and principals, seek evaluation reports from principals, interview teachers and principals; use information to identify teachers and principals needing methods inservice.

Task 2: Develop syllabus for a three-day intensive inservice to orient all staff to the content and use of new materials prior to implementation in classrooms.

Task 3: Develop syllabus for long-term teaching methods inservice; secure approval with a university for credit toward a degree and teacher certification.

Task 4: Select and train a teaching cadre for both the orientation and the methods inservice programs for up to 12 teachers, principals or specialists.

Task 5: Establish schedules, notify participants and deliver inservice.

Task 6: Revise syllabus for both orientation and methods inservice to match modifications made in curriculum description and materials.

Task 7: Establish schedules, notify participants and deliver inservice.

Task 8: Revise syllabus for both orientation and methods in inservice to match modifications made in curriculum description and materials.

Task 9: Establish schedules, notify participants and deliver inservice.

Product 1: A list of staff members needing inservice training in specific content areas.

Product 2: A syllabus for orientation to study content area materials for all teachers.

Product 3: A syllabus for content area methods inservice which offers college credit toward a degree and certification.

Product 4: A cadre of up to twelve trainers prepared to offer both the orientation and the methods inservice.

Product 5: All teachers oriented to new curriculum and materials.

Product 6: All teachers identified as needing methods in specific area have received training.

TEACHER PERFORMANCE EVALUATION ON GUAM: A PROPOSAL FOR A PLAN OF ACTION

Jurisdiction: Guam

Name of Project: Teacher Performance Evaluation on
Guam: A Proposal for a Plan of Action

Target Audience: Board Members, Administrators, Teachers

Contact Person: Lourdes Boyd
162 Bengbing Street
Ypapeo Estates
Dededo, Guam 96912

Description of Project:

The Guam Department of Education could use a comprehensive instrument to evaluate classroom teachers. The evaluation currently in use generates a satisfactory or unsatisfactory rating with spaces provided for comments by the evaluator and the school principal. A much more comprehensive evaluation instrument is needed if the evaluation process is to provide information useful for staff development and improvement.

Evaluation, when used positively, can be a very effective tool for improvement. While there are many factors involved in the evaluation process, the proposed project will focus on teacher performance. It will lay the foundation for a plan of action to be implemented by the officials of the Guam Department of Education.

To be evaluated can be a frightening experience. Teacher evaluation is a sensitive issue and must be dealt with professionally and positively. If the evaluation of teachers is to serve useful and meaningful purposes it must take into account the many contextual factors that influence teacher effectiveness including but not limited to student characteristics, instructional goals and objectives, working conditions, and community characteristics. Evaluation techniques must be fair, legal, efficient, credible, and humane.

As Jason Millman (1981) has observed, "To evaluate or not to evaluate is not the question. We make judgments all the time, judgment about ourselves, and what we do and about others and what they do. And we, in turn, are being judged by others. We cannot escape evaluation. Every choice, every decision—to speak or not to use this example or that—involves an evaluation, automatic or deliberate. In the context of teaching, the question is not whether to evaluate but WHO should evaluate? For WHAT PURPOSE? Using WHAT MEANS?"

In light of Millman's observation this project is to accomplish the following objectives:

- 1) To discuss the proposal with the Deputy Director of Education and the Associate Superintendent, Secondary,
- 2) To discuss the proposal with the On Site Team Members and obtain their input, and
- 3) To encourage the Deputy Director to reinstate the Teacher Evaluation Joint Board Union Committee for the purpose of adopting a teacher evaluation instrument.

The following sequence of events is proposed to facilitate the adoption of such an instrument by the Guam Department of Education:

PROPOSED ACTIVITIES

WHAT	WHO	WHEN
Discuss proposal	Deputy Director, Asso. Supt., Sec. and L. Boyd	July, 1985
Deputy Director appoints school administrators to Joint Board Committee	Elem., Middle, and HS Principals	Aug., '85
Guam Federation of Teachers Executive Director appoints 6 teacher reps. to committee	Elem., Middle, and HS Teachers	Sept., '85
Committee meets; election of chairperson and secretary	Appointed members, teachers and principals	Sept., '85
70 Inservice for committee members (See Proposed Agenda)	L. Boyd and possibly consultant for Research, Planning, and Evaluation	Sept., '85
On Going Meetings	Committee Members	Oct., '85-Feb., '86
Meeting to finalize proposal	Committee Members	March, '86
Validate proposal to GFT members and to school principals	Committee Members	April, '86
Proposal submitted to Director for approval	Committee Chairperson	May, '86
Proposal presentation to Board of Education at Board Hearing	Committee Chairperson	June, '86
Inservice for principals	L. Boyd (subject to approval)	July, '85

CONTINUATION OF PROPOSED ACTIVITIES

WHAT	WHO	WHEN
Implementation of evaluation instrument	Principals	Sept., '86
Meeting to review/revise/evaluate	Committee Members	Sept., '86 and ongoing once a month

WORKSHOP AGENDA

TEACHER EVALUATION JOINT BOARD UNION COMMITTEE

September 28, 1986

PURPOSE OF THE SESSION: TO ADOPT OR DEVELOP A TEACHER PERFORMANCE EVALUATION
INSTRUMENT FOR THE SCHOOL DISTRICT

OUTCOMES:

1. By the end of the session participants will be aware of the different samples of teacher evaluation instruments.
2. By the end of the session participants will be aware of the value of such process.
3. By the end of the session participants will be knowledgeable of the research findings relative to such process.

I. WELCOME ----- DEPUTY DIRECTOR 8:00 a.m.

II. PURPOSE OF THE WORKSHOP-----L. Boyd 8:05

III. TEACHER EVALUATION-----L. Boyd 8:15
: Importance of teacher evaluation
: Related Research Findings
: Distribution and review of sample instruments

BREAK 10:00

IV. Team members share their viewpoints, experiences as
evalutees,evaluators 10:15

LUNCH 12:00-1:30

V. Where do we go from here? Plan for next meeting 1:30-2:30

REFERENCE

Millman, J. (1981), Handbook of Teacher Evaluation.

ACTION PLAN FOR HEALTH EDUCATION PROGRAM

Jurisdiction: Federated State of Micronesia

Name of Project: Action Plan for Health Education Program

Target Audience: Elementary, Principals, Teachers, Board Members

Contact Person: Rioichy Johnny
Science Specialist
Curriculum Division
Truk State Department of Education
P.O. Box 460
Moen, Truk State
Eastern Caroline Islands 96942

Description of Project:

Series of in-service training workshops for elementary teachers in the area of health education primarily for the implementation of the Health Education Curriculum grades one through eight.

Existing Condition:

All elementary teachers are required to teach health education and most of them need to upgrade their skills and knowledge in health education instruction.

Desired Condition:

To establish and provide in-service training opportunities for the instructional supervisor principals and classroom teachers to up-grade their knowledge and skills to promote better improvement in classroom instruction and supervision of the Health Education program.

Goal:

To upgrade the instructional supervisors, principals, and classroom teachers in health education content areas, teaching techniques, and supervision of all health activities through series of in-service training workshops which will be conducted in the eight (8) different training slides within the geographical areas in the State of Truk.

Objectives

- 1.1 Prior to the one-week in-service training workshop for the health teacher trainers, the following materials will be prepared.

- a. Training Agenda (5 days)
- b. Handouts
- c. Curriculum Guide
- d. Supplementary Materials
- e. Trainers Information
- f. Activities

- 2.1 A consultant will be contracted to provide a one-week in-service training workshop for teachers and principals in each of the eight (8) following geographical regions in Truk State.

- | | | |
|------------|---------|------------------------------|
| Phase I | 2.1. a. | Northern Namoneas |
| Phase II | 2.1 b. | Southern Namoneas |
| Phase III | 2.1 c. | Inner Faichuk |
| Phase IV | 2.1 d. | Outer Faichuk |
| Phase V | 2.1 e. | Mortlock Lower |
| Phase VI | 2.1 f. | Hall Islands |
| Phase VII | 2.1 g. | Pattiw and Namurwito Islands |
| Phase VIII | 2.1 h. | Upper Mortlocks |

- 3.1 The Science staff members and other people from the central office will be scheduled to visit all the schools (1-2 days) to assist classroom teachers and also to evaluate the program for future planning modification and improvement.
- 3.2 The Science staff members will prepare an observation schedule and assessment tools for use during the school visitation.
- 3.3 People who will be responsible for school observation and to conduct the assessment tools will receive one week in-service training.
- 3.4 Results of assessments will be collected and tabulated for possible revision of the curriculum scope and sequence.
- 3.5 Quarterly reports on all program activities will be collected and a final report will be prepared and submitted to the State Director of Education.

4.0 Action Planning Schedule and People Responsible:

<u>Task</u>	<u>Description</u>	<u>Person(s) Responsible</u>	<u>By When</u>
1.1	Identify and Develop training materials	Consultant & Science	8/1-9/30/85
1.2	Conduct in-service training workshop for Instructional supervisors and teacher trainers	Consultant & Health Educator	10/21-25/85
2.1	Conduct Regional inservice training workshops (8) phases	Supervisors and staff members	11/4/85-2/21/86
Phase I	Northern Namoneas	Science Specialist & Regional Supervisor	11/4-8/85
Phase II	Southern Namoneas	Asst. Science Specialist and Regional Supervisors	11/18-22/85
Phase III	Inner Faichuk	Science Specialist & Regional Supervisors	12/2-6/85
Phase IV	Outer Faichuk	Asst. Science Specialist & Regional Sup.	12/9-13/85
Phase V	Lower Mortlock	Science Specialist and Regional Supervisors	1/7-11/86
Phase VI	Upper Mortlock	Asst. Science Specialist and Regional Supervisors	1/21-25/86
Phase VII	Hall Islands	Science Specialist and Regional Supervisors	2/3-7/86
PhaseVIII	Pattiw and Namonwito	Asst. Science Specialist and Regional Supervisors	2/17-21/86

<u>Task</u>	<u>Description</u>	<u>Person(s) Responsible</u>	<u>By When</u>
3.1	Developing materials and providing needs assessment	Testing Coordinator and Science staff members	2/25-28/86
3.2	Conduct assessment inservice	Testing Coordinator and Staff members	3/3-7/86
3.3	Establishing and Implementing school visitation	Curriculum staff	3/1-6/31/86
3.4	Collect and tabulate assessment data	Testing Coordinator & staff members	3/17-31/86
3.5	Finalizing program evaluation new expectation for school year 1986-1987	Testing Coordinator & staff members	4/1-30/86

5.0 Resource

Health Education Curriculum Development Project Consultant, Yap
Mental Health Professional, Public Health Services, Truk
Public Health, Truk State
Nutritionist, Food Services Dept., Truk State
Science Specialist, Truk State
Assistant Science Specialist, Truk State
Chairman, Health Education Curriculum Committee, Truk State

6.0 Indicator of Accomplishment:

1. By the end of school year 1986, teachers will demonstrate competencies to instructional supervisors teaching the Health Education Curriculum, using resources and materials provided.
2. Report of the inservice training workshop for the instructional supervisors will be submitted to the State Director of Education.
3. Records of attendance plus final report of the series of workshops which were conducted will be prepared and submitted to the SDE.
4. Reports and evaluation of health program implementation activities will be prepared and submitted to the SDE.

A MODEL SOCIAL STUDIES UNIT

Jurisdiction:	Palau
Name of Project:	A Model Social Studies Unit
Target Audience:	Elementary Teachers, Administrators
Contact Person:	Hermana Umetaro, Instructor Palau Department of Education P.O. Box 189 Republic of Palau 96940

Description of Project:

The focus of this first grade Social Studies unit is to help children develop an awareness of their physical and social selves in the home, the school and their immediate environment. It is believed that by studying about themselves, children will develop self confidence and an eagerness to learn. They will learn and understand about their roles and responsibilities in the family, with friends, in the school, in special occasions and those things that may affect their lives. Learning experiences should be kept concrete and experiential.

EXAMPLE

GRADE: One

TOPIC: Self

MATERIALS: Learning About You and Me; Published by Palau Department of Education, Social Studies Curriculum Development Project, 1980.

DESCRIPTION: This unit is to develop awareness of the children's physical and social selves in the context of the home, school and their immediate environment. The children should learn in this unit the names and basic functions of each of the major parts of the body, how one should care for his/her body in terms of health.

UNIT 1.: ME and MY BODY

OBJECTIVES:

1. Children should be able to name and identify each of the major parts of the body: Head, Nose, Ears, Eyes, Neck, Chest, Stomach, Arms, Hands, Elbows, Legs, Feet, etc.
2. Children should be able to orally describe the basic or general use and functions of each of the major parts of the body they have identified.
3. Children should be able to orally describe some of the ways one can apply or practice in caring for his/her body and health.
4. Children should be able to explain orally ways or safety rules one should follow for personal safety and safety of others.
5. Children should be able to explain orally some ways one can practice to keep the home, school and the community a healthy place to live and to learn.

ACTIVITIES FOR OBJECTIVES:

1. a) Teach the name of the major parts of the body, and draw a physical picture of the human body on a large enough newsprint and label all major parts of the body as listed in Objective 1.
2. b) Teach the children the following song, "Bedul ma lis." It helps the children relate to their own body. It also helps the children memorize each part of the body easier. When teaching the song the teacher should point with both hands to each part of her own body as they are mentioned in the song. The children should do the same. All Palauan elementary school teachers should know this song. It is in the Palauan Song Book by Ymesel Ezekiel for elementary school children of Palau.

Song:

"Bedul me lis"

"Bedul ma lis ma Ding ma Ngor ma Mad ma Omerekaol, A uluk ma Delek ma Chim ma Berberel a Chim."

"A Uach ma Bkul ma Berober a choltekau ra Chelechedak, ma bok dechor ea kmesislich e le kbleob el chad."

2. a) After the children have mastered Objective 1, they should learn or become aware of the basic uses or functions of the parts of the body they have identified.

For Objective 2, the teacher asks the children: Why are these parts of the body (parts identified) important? Teacher should give an example of one of the basic usage of the hand, such as: The hand is used to reach with, etc.

After the children get the general idea of the use of the hand, the teacher divides the children into small working groups and assigns each group a part or parts of the body to describe its basic use. The teacher should go around to help each group. After the groups have finished they should make an oral report back to the class. The group may choose a spokesperson. The rest of the class may add to the report and discuss the report. Each group should take turns giving its report. The teacher should list on the board the results of each group's report for later reference and further activity planning. For further discussion on the importance of caring for one's own body, the teacher asks the children: What happens if a person loses an arm, leg, eye, etc.? Have children discuss for deeper awareness and understanding.

- b) Scrapbook Project, Chapter 1. To follow-up on this learning activity, the teacher assigns children to collect drawings or pictures for magazines, newspapers, etc., on individuals or people doing things with their hands, legs, eyes, etc. (running, swimming, dancing, reading, etc.) to class for the group to work on their scrapbook.

The picture in the scrapbook should be labeled for class discussion; and could be used for learning lessons at the same time or later, depending on the readiness of the children.

3. a) For Objective 3, teacher introduces the lesson by asking the class: Why is it important for one to care for his/her body? To help the discussion, the teacher gives an example of caring for the teeth, such as: Brushing your teeth after each meal to prevent cavities.

After class discussion on individual contributions to the question, the teacher divides the class into small working groups again and assigns each group certain parts of the body to describe ways to care for and report back to the class.

- b) Scrapbook, Chapter 2. To add another chapter again to the scrapbook, and at the same time reinforcing the children's awareness of body care and good health or grooming, the teacher assigns the children to collect and bring to school pictures of individuals or persons washing his/her hands, brushing teeth, taking a bath, exercising, sleeping, etc., for the group to work on their scrapbook.

The children should also bring or draw pictures of examples of bad grooming as compared to good grooming. Add the pictures to the scrapbook.

- c) Another important learning activity is for Health and Nutrition. To introduce this learning activity, the teacher starts the discussion by asking the children these questions:

1. What do bodies need to grow strong and healthy? (food, fluids, air, etc.)
2. What kinds of food are good for the body? (taro, fruits, fish, meat, etc.)
3. What kinds of fluids are good for the body? (water, juice, milk, coconut, etc.)
4. What kind of air is good for the body? (good, clean, fresh air)

The teacher should also discuss with the children the kinds of food that are good for the growth of the bones, muscles, eyes, etc.

- d) Scrapbook, Chapter 3. After the children have discussed each of the questions, the learning experience will be reinforced by assigning the children again to collect pictures of good food, such as: taro, tapioca, fish, meats, vegetables, fruits, juice, milk, etc. and bring them to the class for each group to work on adding another chapter to their scrapbook. The pictures should be grouped and labeled as good for the bones, muscles, eyes, etc.

4. a) For Objective 4, the teacher introduces this learning activity by discussing with the children the importance of safety in the home, school, playground or street. To help start the discussion the teacher asks: Why should not a student throw rocks into the playground, the home or crossing the street.

Example: Group 1 — Home

Group 1 — Classroom

Group 3 — Playground

Group 4 — Crossing the Street

While the groups are working the teacher should go around to each group to help them list the rules agreed by the group.

- b) While the groups are reporting to the class, the teacher should have newsprints ready to list down the rules reported by each group. These rules should be posted in the classroom for everyone to see and to observe, especially those that concern safety in the classroom, playground and the street. The rules for safety in the home may be copied by the children to bring home.

5. a) For Objective 5 activity, the teacher introduces the learning activity by discussing with children the importance of keeping the home, the school and the community a clean, healthy and good place to be. To help start the discussion, the teacher asks questions such as:

1. What does a clean community look like?
2. What should we do to keep our community clean and a healthy place to live?
3. What should we do at home to keep it clean and a healthy place to live?
4. What should we do at school to keep it clean and a healthy place to learn and play?

After the discussion the teacher divides the children into their small working groups again to discuss the report back to the class what each group thinks should be done to keep the home, school and the community good places to be. Groups may be divided and assigned as follows:

Group 1 --- Question 1

Group 2 --- Question 2

Group 3 --- Question 3

Group 4 --- Question 4

Group 5 --- Question 5

Teacher should go around to each group to help them list the answers agreed to by the group.

- b) Again, the teacher should have newsprints ready to list down answers as they are reported by each group. The lists should be posted in the classroom for everyone to see and observe.

- c) This is an option. The teacher may again ask the children to collect pictures of clean homes, clean community, streets, rock islands, clean yards, etc. for the final chapter of their scrapbooks.

For comparison of clean and unclean homes or places, the children may also bring pictures of unclean places to compare and contrast with what is considered clean and healthy places.

- d) Field Trip. Another good learning experience for this unit is for arranging a trip for the children to visit various areas of the island, such as: water reservoir, electric power plant, sewer disposal system, trash dumping areas, etc.

After the trip, the children should discuss in class what they saw in terms of community health and cleanliness.

Social Study Skills:

For most of these learning activities the children had the opportunities to practice identifying, classifying, organizing, evaluating, comparing, contrasting, reasoning, speaking and communicating information.

Social Studies Values/Attitudes:

For social values and attitudes, the children had the opportunity to work in a group where they shared information and also contributed to the group. Each child was able to express him/herself by contributing to the group and to listen to other members thereby, gaining respect for self and others. By listing down rules for the group or individual to follow, the children learned to care for selves and others.

Planning:

Lesson planning for activities of this unit should be carefully planned by the teacher to give as much time as possible for the children to understand and to relate to the learning activities. Some activities may take longer than others to complete, depending upon the abilities and pace of the children. Usually, after the first activity,

the teacher will have the general idea for planning the next lesson.

Each lesson plan should be detailed as much as possible. It is very important for the teacher to have all the necessary materials or equipment ready and available for each activity at all times. Planning ahead is a good teaching practice.

Note to the Teacher:

Although this unit is for Social Studies, it also combines Science, Language, Health and Nutrition as they are all interrelated subjects and should be taught together to give meaning and relevance to real life situations.

CURRICULUM MAPPING PROJECT

Jurisdiction: Federated States of Micronesia
Name of Project: Curriculum Mapping Project
Target Audience: Administrators, Specialists, Principals,
Teachers
Contact Person: Masaki Thomson
Curriculum Department
F.S.M. Department of Education
Tofel, Kosrae State
Eastern Caroline Islands 96944

Description of Project:

The Curriculum Mapping Project has three Parts:

1. An action plan for the Curriculum Supervisor and specialists. The action plan is divided into several parts which include activities, timelines, a person responsible for each activity, those needed to be involved in each activity and the status of each activity.
2. A plan to be developed by each of the area specialists for their respective area. It will be used as a guide for the teachers to follow throughout the school year. The plan will indicate the major topics needed to be taught to each grade level, the sub-topics and the approximate time span needed for each topic to be presented to the students. Specialists will be asked to work together in developing the plan in order to integrate the skills to be taught for each grade.
3. A report form developed for the teachers to fill out and submit to the specialists and the curriculum supervisor for their review and recommendations. The teachers will be required to submit at least four reports during the school year and each report should cover one week's activities. The report will be reviewed by the specialists, principals and the curriculum supervisor and the results will be discussed with the administrators and the teachers and may be shared with the parents for input. Copies of a detailed outline for each part is attached.

CURRICULUM MAPPING PROJECT

ACTION PLAN

1985-1986

NO.	ACTIVITY	PERSON(S) RESPONSIBLE	PERSON(S) INVOLVE	DATE	ACTION COMPLETED
1.	Introductory meeting	Curriculum Supervisor	Administrators Specialists Principals	7/18/85	
2.	Introductory meeting	Curriculum Supervisor	Teachers	8/19-23/85	
3.	MEETING FOR FINAL DECISION	Curriculum Supervisor	Administrators Principals Specialists Teachers	8/29/85	
4.	Meeting and Development of plan no. 2		Area Specialists	9/3-6/85	
5.	Implementation Meeting	Curr. Supr. Specialists	Principals Teachers	9/10-18/85	
6.	Collection of Reports	Specialists	Teachers Principals	10/30/85	
7.	Review of Reports	Curr. Supr.	Specialists Principals	11/5-6/85	
8.	MONITERING Visits	Curr. Supr. Specialists	Principals Teachers	11/15-20/85	
9.	CLASSROOM Observaiton	Specialists	Teachers	11/21-12/20/85	
10.	Collection of reports	Specialists	Teachers Principals	1/15/86	

NO.	ACTIVITY	PERSON(S) RESPONSIBLE	PEOPLE INVOLVE	DATE	ACTION COMPLETED
11.	Dissemination of review results of input	Curr. Supr.	Teacher PTA	2/3-7/86	
12.	Development of Recommendation for Curriculum Improvement	Curr. Supr.	Specialists Curr. Writers	2/10-13/86	
13.	Collection of reports	Specialists	Teachers Principals	4/1/86	
14.	REVIEW OF REPORTS AND OBSERVATIONS	CURR SUPR.	SPEC. PRINCIPAL	4/7-8/86	
15.	DESSEMINATION OF REVIEW RESULTS	CURR. SUPR. SPECIALISTS	TEACHERS ADMINISTRATORS	4/12-16/86	
6.	COLLECTION OF REPORTS	SPEC.	TEACHERS PRINCIPALS	5/9/86	
19.	REVIEW OF REPORTS AND OBSERVATIONS	CURR. SUPR. SPECIALISTS	SPECIALISTS PRINCIPALS	5/11-13/86	
20.	REVIEW OF ALL RESULTS (4 reports (observations (monitoring (others	CURR. SUPR.	SPEC. PRINCIPALS ADMINISTRATIONS TEACHERS PTA	6/14-15/86	
21.	POSSIBLE REVISION OF CURR. FRAMEWORKS BASE ON PROJECTS FINDINGS	CURR. SUPR.	SPEC. CURR. WRITERS	6/20-7/30/86	

TEACHER'S GUIDE

SUBJECT _____

GRADE(S) _____

NO.	MAJOR TOPIC	SUB-TOPICS	TIME ALLOTMENT
1.	SELF	ME AND MY BODY YOU AND ME	2 weeks
SAMPLE FORMAT			

CLASS REPORT

Teacher _____

Subject _____

School _____

Grade(s) _____

Date _____

Description of Lesson

Objective:

MAJOR TOPIC	UNIT	CONCEPT	SKILLS	TIME	TEXT	PAGE
91						
196						197

A PROCESS FOR SELECTION AND/OR DEVELOPMENT OF APPROPRIATE
INSTRUCTIONAL/LEARNING MATERIALS TO SUPPORT APPROVED CURRICULUM IN
MATHEMATICS 1-7

Jurisdiction: Northern Marianas

Name of Project: A Process for Selection and/or
Development of Appropriate
Instructional/Learning Materials to
Support Approved Curriculum in
Mathematics 1-7

Target Audience: Policy Board Members, Administrators,
Staff

Contact Person:

Description of Project:

- Goal #1: Develop mathematics curriculum
(All tasks to be in accordance with approved
procedure)
- Task 1: Establish a 1-7 mathematics curriculum
committee with a suggested makeup of one Board
member, one math consultant, one teacher from each
grade level (7), three elementary principals and
three parents.
- Task 2: Secure mathematics scope and sequence or
curriculum description from up to six major
publishing companies.
- Task 3: Review publishing company scope and
sequence or curriculum descriptions against criteria
established for mathematics development and select
one most closely matching criteria and forward to
Superintendent to secure temporary approval
- Task 4: Revise format of commercial scope and
sequence into format established by Board approved
procedures for mathematics curriculum development
and forward to Superintendent to secure Board
approval.

Task 5: Review temporary mathematics curriculum for match with the body of knowledge of mathematics and the needs of students as determined by teacher, parent, student, and test data input.

Task 6: Revise curriculum description in accordance with procedure and input and submit to the Superintendent to secure Board approval.

Product 1: A temporary 1-7 mathematics curriculum.

Product 2: After field testing, a finalized 1-7 mathematics curriculum description approved by the Board.

Goal #2:

Develop procedures, and secure Board approval, for selecting and/or developing instructional/learning materials.

Task 1: Commission same committee established for Task 1 under Goal #1.

Task 2: Secure copies of materials selection and development procedures from other school districts; weigh the other districts demography against that of Northern Marianas; relate other district's procedures against current research; develop draft procedures against current research; develop draft procedures to District personnel for review and feedback; develop final procedures and submit to Superintendent to secure Board approval.

Product: Board approved procedures for the selection and development of instructional learning materials.

Goal #3:

Select and Develop Instructional/Learning Materials for 1-7 Mathematics Program
(All tasks to be in accordance with approved procedure)

Task 1: Commission mathematics curriculum committee described in Task 1 under Goal #1.

Task 2: Secure multiple complete sets of review materials including teacher manuals, student books, workbooks, supplementary materials and visual aids from up to six major textbook publishers.

Task 3: Review all sample materials for match with approved curriculum and any other criteria established in approved procedures, select those materials with best match and forward selection recommendation to Superintendent for Board approval.

Task 4: Purchase all approved materials.

Task 5: Identify where materials are weak or lacking in dealing with specific goals in the approved mathematics curriculum.

Task 6: Develop and test materials which will support specific goals where materials were found to be weak or lacking.

Task 7: Identify where materials need to be modified or where materials are weak or lacking as a result of having modified the 1-7 mathematics curriculum description.

Task 8: Develop, modify and test materials which will support the revised and approved 1-7 mathematics curriculum.

Product 1: 1-7 Mathematics instructional/learning materials selected, recommended to the Board and purchased.

Product 2: Weaknesses in materials identified and additional materials developed and tested.

Product 3: Need for modification of materials and new materials resulting from changes in the approved curriculum description identified, materials modified, new materials developed and tested.

KEEP -- KAMEHAMEHA EARLY EDUCATION PROGRAM

Jurisdiction: Kamehameha Schools

Name of Project: KEEP -- Kamehameha Early Education Program

Target Audience: Program Policy Board Members, Administrators, School Managers, Teachers

Contact Person: Kamehameha Schools
Center for the Development of Early Education
1880 Makuakane Street
Honolulu, Hawaii 96817
(808) 842-8301

Description of Project:

Kamehameha Early Education Program or KEEP, was founded in 1971 to research and develop instructional procedures and curriculum for improving the educational achievement of children of Hawaiian ancestry. The ultimate purpose of this research and development effort is to make effective instructional methods available to the public school system of the State of Hawaii where many of the lower-income Hawaiian children are at high risk for educational failure.

KEEP has been operating a research and demonstration school since 1972. Each year, one kindergarten class is enrolled which remains at KEEP until the end of the third grade. Most of the research reported in this description was obtained from the first six co-horts attending the school. Three-fourths of the students were Hawaiian or Part-Hawaiian ancestry and the remainder were of Samoan, Japanese, Caucasian, Portuguese, Filipino, or Korean ancestry. One-fourth of the children came from middle-class families, while three-fourths were from families receiving assistance from the State Department of Social Services and Housing and lived primarily in public housing. Most of the children were bi-dialectal with Hawaiian English (Pidgin) being their first code and standard English their second. The lower-income children at the KEEP school are representative of a group of children for whom the probability of successful schooling is relatively low. They resemble therefore, children of other poor urban minority groups.

The major goal of KEEP during the first years was the creation of a reading curriculum that would be effective with lower-income children of Hawaiian ancestry, but would also be appropriate for children from other ethnic and socioeconomic backgrounds. The efforts of KEEP teachers and researchers were thus concentrated on the development of such a program.

One of the distinguishing features of the KEEP program, and one of the probable reasons for its effectiveness, is that, at many key points, it is compatible with Hawaiian culture.

Discussing the KEEP program in terms of cultural compatibility, raises the issue of whether or not the program is specific to and usable only with Hawaiian children; and if it is potentially more broadly useful, to what degree and on what basis may extensions to other settings reasonably be made? At this point, there are three hypotheses which represent the range of opinion within the KEEP staff. These may be called the parameters hypothesis, the process hypothesis, and the learning modes hypothesis.

The first, or parameters hypothesis, states that KEEP has evolved a program which is in accord on many points with current knowledge about sound educational practice in general, and which also offers some information about possible additions to or refinements of the current state-of-the-art, at least for lower SES students. The KEEP work then, has produced a basic list of the parameters of effective educational practice, the outlines of which might be filled in only slightly differently for different cultural groups.

The second hypothesis, the process hypothesis, is that it is the process that is generalizable, and not necessarily the product. Perhaps KEEP has generated a model for a generally useful process for selecting appropriate educational practices, but the product of such selection may be substantially different for different populations.

The third, or learning modes hypothesis, does not exclude the previous two, but is an extension of them. Speaking in broad terms, this hypothesis suggests that there are a limited number of ways that learning situations can be arranged and that there may be basically two contrasting modes, which actually represent two ends of a continuum. These are, on the one hand, a learning mode which involves learning by talking about what is to be learned. It typically utilizes rule statements, deductions and exposure to small segments of skills or tasks in the absence of the performance

of the whole and in settings removed from the context in which such skills are finally to be practiced. This mode, it is suggested, is characteristic of societies and cultural groups which are highly technological, urban, and literacy-dependent. For children of such populations, the traditional Western-school model probably works reasonably well.

On the other end of the continuum, is the mode to which KEEP's programs may be well adapted. This is a learning mode which involves close observation of models, learning by engagement in the task, and gradual approximation to complete and correct performance. It calls for internal judgments about readiness to perform particular task components and inductive thought processes, and it involves learning in the presence of the performance of the whole task. This type of learning context may be found in non-urban or recently-urbanized societies, with relatively low levels of technology, where literacy is new or is not so potent a force as it is at the other end of the continuum. This learning mode may be found also among sub-cultural groups within urbanized literacy-dependent societies, when such groups are to some degree isolated from or independent of the mainstream culture, as is the case with some groups of Hawaiians. It may be that for these populations, KEEP-like programs will work, with some relatively minor modifications, as they seem to work for Hawaiian children.

A PLAN TO ESTABLISH AN ENERGY EDUCATION PROGRAM IN HAWAII'S SCHOOLS

Jurisdiction: Central District Oahu

Name of Project: A Plan to Establish an Energy Education Program in Hawaii's Schools

Target Audience: Elementary Teachers, Administrators

Contact Person: Gordon Ozawa
District Educational Specialist
Central Oahu District Office
1136 California Avenue
Wahiawa, Hawaii 96786
(808) 621-0715

Description of Project:

Objectives: To develop and install a plan to implement the State and district energy education program.

To assist teachers to become effective in teaching the interdisciplinary principles and skills required in energy education.

Need: Energy education materials were developed with federal funds, and a systematic plan to encourage maximum use of the "Energy Use and the Environment" program materials was necessary. Inservice training sessions provided individual teachers with background information and samples of instructional strategies, but school-wide implementation was not automatic. Because energy education is thematic, the responsibility for it may not be assumed by the teachers. The issues about energy are of immediate concern to our nation and the world, and students need instruction in this vital subject.

Activities:

Under the principal's leadership and with a voluntary teacher committee, the school developed a school-wide plan to establish an energy education program.

Teachers participated in workshops conducted by teacher cadre members and developed strategies to teach selected modules of "Energy Use and the Environment" program. A minimum number of modules was set for all teachers using the program.

Involvement:

In 1981-82, all Kindergarten, Grades 1-3 teachers incorporated three selected activities into their science program. In Grades 4-6, one or more teachers on each grade level taught three activities. Thirteen teachers were involved in the program.

Evaluation:

Teachers evaluated the program at the end of the school year. A teacher questionnaire was administered to the thirteen teacher participants. Results of the questionnaire indicated that the school plan was highly successful.

ORAL HISTORY ACTIVITY

Jurisdiction: Central District Oahu
Name of Project: Oral History Activity
Target Audience: Elementary Teachers, Administrators
Contact Person: Ralph Watanabe, Principal
Yvonne Toma, Gifted/Talented Teacher
Kipapa School
95-075 Kipapa Drive
Mililani, Hawaii 96789
(808) 623-2511

Description of Project:

Objectives:

To develop an oral history instructional guide; to instruct students in the research and decision-making skills in the oral history method, so that they could produce a historical document in celebration of the school's 50th anniversary; to help students develop respect and appreciation for the past and develop a pride and love for their school.

Need:

The search for historical material to prepare for the school's golden anniversary revealed very little information. The teacher for the Gifted and Talented classes determined that the need could be met by using the oral history method and developed such a unit as the major research activity for the students in Grades 4-6.

Products:

A teacher's guide for oral history
An oral history of Kapapa School
A slide-tape presentation of the school's history

Activity:

Students studied the techniques of oral history, formulated appropriate questions, and used them to interview persons selected for the project.

Taped interviews were transcribed with minor editing. Interviewees were photographed.

Students prepared the written materials and worked on a slide-tape presentation.

The teacher prepared a teacher's resource guide for teaching the oral history method.

Involvement:

The nineteen students in the Gifted/Talented classes, Grade 4-6, were the active participants in the project.

Evaluation:

A rating scale for pupil performance in writing and questionnaires were used to determine effectiveness. One questionnaire was answered by the target students and the second by the teacher and the parents. The success of the slide-tape presentation during the anniversary celebration was informally judged.

ACADEMICALLY GIFTED/TALENTED PROGRAM

Jurisdiction: Windward Oahu District
Name of Project: Academically Gifted/Talented Program
Target Audience: Grades K-6
Contact Person: Howard Okimoto/Joan Yanagi
45-955 Kam Highway
Kaneohe, Hawaii 96744
(808) 247-2101

Description of Project:

Objectives:

- FPO II - Develop positive self-concept
- FPO III - Develop decision-making and problem solving skills
- FPO IV - Develop independence in learning
- FPO VII - Develop a continually growing philosophy that reflects responsibility to self as well as others
- FPO VIII- Develop creative potential and aesthetic sensitivity

Identification: The Kalaheo Complex Identification model is used (see attached). Students are evaluated using multiple criteria. Students must be above average in general ability, be creative and be able to demonstrate commitment to task.

Program:

Renzulli's Enrichment Triad will provide the basic instructional framework for the program with its three interacting stages: 1) general exploratory stage; 2) group training stage; and 3) individual and small group investigations of real problems. Teaching strategies will be based on a unit oriented program covering various topics in social studies, science, literature, language arts, art and drama. These units will be used as vehicles to develop higher level thinking skills.

Evaluation:

A teacher made rating scale (see attached) is used.

IDENTIFICATION MATRIX

NAME _____ DATE _____

GRADE _____ SEX _____ SCHOOL _____

	5	4	3	2	1
<u>SAT - Total Reading</u>	(9)	(8)	(7)	(6)	(5)
<u>SAT - Total Math</u>	(9)	(8)	(7)	(6)	(5)
<u>Work Samples</u>					
<u>Renzulli Rating Scales:</u>					
<u>Creativity</u>	(40)	(39-35)	(34-30)	(29-25)	(24-20)
<u>Motivational</u>	(36-34)	(33-30)	(29-26)	(25-22)	(21-18)
<u>Learning</u>	(32)	(31-28)	(27-24)	(23-20)	(19-16)
<u>Column Tally x No. weight</u>					

Other Information:

Total

(Aikahi Elementary)

Mokapu Elementary
Windward District

AGT IDENTIFICATION MATRIX

Nominated by:

Teacher _____

Parent _____ Peer _____ Self _____

Other _____

Student _____
Age _____ Sex _____ Grade _____ Room _____
Date _____

☐ x ☐ = ☐

OBJECTIVE		DATA		SUBJECTIVE DATA			Work Samples	Weighted Score	Tally	Sub-Total
S A T		Others		Renzulli Behavioral Checklist						
Date _____										
Total Reading	Total Math			Motivational	Learning	Creativity				
9	9			36 - 34	32	40		5		
95%	95%									
8	8			33 - 30	31 - 28	39 - 35		4		
94-90%	94-90%									
7	7			29 - 26	27 - 24	34 - 30		3		
89-85%	89-85%									
6	6			25 - 22	23 - 20	29 - 25		2		
84-80%	84-80%									
5	5			21 - 18	19 - 16	24 - 20		1		
79-75%	79-75%									
								</		

Comments:

Total Score

Recommendation of Screening Committee: Accepted _____ Not Accepted _____

TEACHER OBSERVATION FORM

(G I F T E D)

STUDENT _____ DATE _____

	Low				High
1. Works well with others	()	()	()	()	()
2. Offers constructive help and direction to others	()	()	()	()	()
3. Takes suggestions from others	()	()	()	()	()
4. Is respected by others	()	()	()	()	()
5. Is followed by others	()	()	()	()	()
6. Respects other viewpoints	()	()	()	()	()
7. Makes decisions for self	()	()	()	()	()
8. Follows through on decisions	()	()	()	()	()
9. Develops work plans	()	()	()	()	()
10. Organizes own time	()	()	()	()	()
11. Needs little outside direction	()	()	()	()	()
12. Completes work started	()	()	()	()	()
13. Seeks new solutions to problems	()	()	()	()	()
14. Is secure with limited outside direction	()	()	()	()	()
15. Is secure with limited outside control	()	()	()	()	()
16. Over-all (when applicable)	()	()	()	()	()

WINDWARD OAHU DISTRICT

Rating Scale

	Excellent (4)	Good (3)	Fair (2)	Need Improve- ment (1)
1. Uses investigative skills				
2. Utilizes appropriate resources				
3. Organizes information				
4. Finds appropriate outlet and product form				
5. Shares product or process				
6. Is committed to task				
7. Evaluates accomplishments				
Subtotals				
Total:				

KAILUA HIGH'S CHAPTER 1 PROJECT

Jurisdiction: Windward Oahu District

Name of Project: Kailua High's Chapter 1 Project

Target Audience: Grades 9-12

Contact Person: Donna Estomago, Instructor
509 Halela Street
Kailua, Hawaii 96734
(808) 262-8151

Frances Shimotsu
District Chapter 1 Coordinator
Windward Oahu School District
45-955 Kamehameha Highway
Kaneohe, Hawaii 96744
(808) 247-5631

Description of Project:

Kailua High's Chapter 1 Project was one of 118 projects recognized nationwide as exemplary at the 1985 Chapter 1 National Conference in New Orleans.

The project objectives addressed the improvement of basic skills in areas of speaking, reading, writing and listening.

The project employed unique strategies which assisted students in modifying their own learning behaviors. A locally developed checklist was used on 5 behavioral categories which played a significant role in increasing student achievement. Data was kept in the following areas: 1) work habits; 2) attendance; 3) class behavior; 4) study skills; and 5) character/personality.

In addition to providing supplementary remedial reading services, the students were also assisted by the staff to improve these five behavioral checklist scores based on the initial behavior checklist score. Preliminary analysis indicated that all the student's behavioral checklist scores improved over time. These improved scores were statistically significant with the exception of attendance. However, no relationship was established between NCE gain scores in reading achievement and the improved behavioral checklist scores.

The Chapter 1 staff has refined the "Behavior Checklist" and has validated the instrument for use during the current school year 1984-85. Further analysis will be conducted to ascertain if there is a relationship between achievement gains and improvement in student behavior.

The following is appropriate descriptive and evaluative documentation. Also included are samples of student publications.

Project staff monitor students' progress through the project's Student Learning Behavior Profile. They compile information on the work habits, attendance, class behavior, study skills and personality of each student. This information helps students to understand their own learning behavior and its effectiveness, and to initiate changes which will help them succeed. It also provides teachers with the information needed to plan and deliver instruction for each student. The profiling system, together with testing results, enables teachers to identify students who are at high risk for academic failure and to do additional educational planning for them.

Evaluation results are used to bring about project improvements. Sustained effects testing is conducted every three years. Findings from the Student Learning Behavior Profile help both students and staff make adjustments which bring about greater program success.

Working with the project coordinator, the building principal replaced a system of pull-out Chapter 1 classes with instruction within the regular classrooms. Broad-based communication and involvement resulted in a smooth transition to the new system. The district also demonstrates effective leadership by providing in-service activities and professional development opportunities to Chapter 1 staff.

II. PROJECT DESCRIPTION/ATTRIBUTES OF SUCCESS

1. CLEAR PROJECT GOALS AND OBJECTIVES

- a. The overall goal of the Kailua High School Project is to improve the basic skills of disadvantaged students in the areas of speaking, reading, writing and listening. Its specific objective is that project participants will show an NCE gain in total reading above the no.treatment expectation as measured by the 1977 California Achievement Test.

Project goals and objectives were jointly developed by the Chapter 1 project staff and regular classroom teachers after careful analysis of the California Achievement Test and Gates MacGinitie Test results, student performance in the classrooms, teacher observations and teacher/counselor recommendations.

- b. Regular monitoring is conducted at three levels (school, district and state) to ensure that objectives of the Chapter 1 project are attained and reinforced. Project schools are required to complete a School Self-Assessment and Monitoring Form which serves as a basis for monitoring visits from district and state personnel. At the school level, monitoring is conducted by Kailua High School administrators and the Chapter 1 school project coordinator.

2. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS

- a. Kailua High School's Chapter 1 project is coordinated with the regular school program in two ways. First, the project goals are developed in accordance with the State's primary educational objectives of helping students develop basic skills for learning and effective communication.

Second, the project provides supplemental services to students through the in-class (intervention) delivery system. Chapter 1 staff work in the regular English and selected content area classrooms to provide instructional services designed to meet the educational needs of disadvantaged youngsters. These Chapter 1 teachers meet with the regular classroom teachers to plan and design activities appropriate for each student which are consistent with state curriculum requirements.

Under this in-class design, regular classroom teachers assume responsibility for supervision of the Chapter 1 teachers' lesson planning, provision of basic instruction, and evaluation of student progress. They meet with the Chapter 1 teachers on a regular basis to ensure that Chapter 1 students are receiving instruction which meets their educational needs.

- b. Planning and coordination of the content and skills instruction between the Chapter 1 teachers and the regular classroom teachers occurs on a daily basis. The in-class (intervention) method of delivering services requires constant interaction and coordination between Chapter 1 and regular school instructional staff.

Regular classroom and Chapter 1 teachers meet regularly to develop and implement a process oriented curriculum. Teachers are kept abreast of instructional materials available for use with Chapter 1 students. Regular teachers and Chapter 1 staff work cooperatively to plan and implement units of study such as Student Team Learning, the "I Can" (a positive motivational goal setting) program, and the Secondary English Program. Implementation strategies stress mastery learning concepts. Inservice workshops are provided to the school and project staff during the school year. These workshops deal with such topics as the use of the "Think Skills and Analytical Reasoning", and The Assessment and Improvement of Writing Skills.

- c. The Chapter 1 school project coordinator attends all department head meetings, screening committee meetings, master schedule committee meetings and other ad hoc committee meetings to ensure coordination with the regular school program.

Chapter 1 part-time teachers are invited to attend regular faculty meetings when the agenda includes items of interest such as school climate.

3. PARENT/COMMUNITY INVOLVEMENT

- a. Chapter 1 parents are actively involved in the planning and operation of the project. Regular School Parent Advisory Council Meetings and quarterly Newsletter are sent home to keep parents abreast of Chapter 1 activities.

Parent Advisory Council members have sponsored money making activities to purchase additional supplies/books needed. The "I Can" program materials were purchased with monies raised in this fashion.

Parents may visit their child's classroom to confer with the teachers and discuss any concerns they might have regarding the project and their child's progress.

- b. At the present time, opportunities for parents to participate in the actual classroom instructional activities are not available. However, parents are given inservice training about the comprehension process and the learning behaviors their children need in order to succeed, so they can help them at home.

4. PROFESSIONAL DEVELOPMENT/TRAINING

- a. Kailua High School's Chapter 1 project provides ample staff development activities for project teachers, regular classroom teachers, aides, parents and administrators.

- 1) "Brown Bag" luncheon meetings are held every Tuesday to discuss staff concerns. These meetings are attended by Chapter 1/regular staff on an alternating basis to develop strategies to meet the needs of the students. Luncheon meetings are held because this is the only time of the day when part-time teachers are on the campus together and regular classroom teachers are free to visit one another. This alternating system of weekly luncheon

meetings is most satisfactory because the small groupings provide for more interaction and open communication.

- 2) Special inservice workshops are conducted on various topics including writing from an author's point of view and creating and generating a positive and enthusiastic attitude in the classroom.
 - 3) Chapter 1 part-time teachers attend school-wide inservice sessions held after their normal working hours. In 1983-84 they attended workshops on effective teaching and learning strategies and motivation. For the current year they are attending a series of mastery learning workshops.
 - 4) A project to screen students for visual perception difficulties was sponsored by the High School in conjunction with the elementary/intermediate feeder schools. Parents from all schools involved were trained to conduct the screening.
 - 5) The Chapter 1 full time teachers attend the Hawaii Educational Diffusion Dissemination System's conference whenever it is held. New program components are often adapted as a result of the attendance. Two such programs are Student Team Learning and Critical Analysis and Thinking Skills.
 - 6) Chapter 1 personnel join and participate in activities sponsored by professional organizations such as the National Council of Teachers of English, International Reading Association's local affiliate Ka Hui Heluhelu, the National Council of Teachers of Mathematics and the Association for Supervision and Curriculum Development.
- b. Windward District's Chapter 1 Coordination Staff sponsors a series of workshops throughout the year for all ECIA Chapter 1 school project instructional personnel, administrators, district staff and parents.

A total of fifty-six workshops were conducted during the 1982-84 school years. Thirteen were designed to increase technical competencies for administration/management/evaluation of projects. Topics included data interpretation, diagnosis for instructional planning, sustained effects study and needs assessment.

Twenty-six workshops were conducted to increase knowledge in reading/mathematics and inter-intra personal relationships. Two instructional videotape series developed by Indiana University's Reading Department were presented. The Reading Comprehension series included topics such as Yetta Goodman's "First Encounters with Written Language" and Frank Smith's "Reading Comprehension from the Child's Perspective". The Affective Dimension of Reading series included topics such as "Measuring Reading Attitudes: Why & How" and Ira Epstein's "Strategies for Motivating Adolescents to Read". Other topics included problem-solving strategies for use with Chapter 1 mathematics students and relating enabling behaviors to classroom practice.

Seventeen workshops were conducted to increase parenting skills and parent involvement. Topics included activities and ideas for more parent involvement and how parents can help children solve problems.

5. STRONG LEADERSHIP

- a. Kailua High School's building principal and Chapter 1 school project coordinator have continually demonstrated strong instructional leadership. This was particularly evident when the principal decided to shift the instructional delivery system from a limited pull-out system to an in-class (intervention) system. The in-class (intervention) system started in September 1982-83.

The principal provided the entire school faculty with the rationale for such a move. In addition, she met with the individual teachers affected by the shift and answered all the questions they had with respect to the operation of the new system.

The Chapter 1 school project coordinator worked with the Chapter 1 project staff to help them understand the need for the shift. The school project coordinator developed the operational plan to implement the shift. She arranged the part-time teachers teaching schedules and met with the regular classroom teachers to help them understand the roles of the part-time teachers under the new system. She also discussed the instructional needs of Chapter 1 students.

6. APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES

- a. Kailua High School's Chapter 1 project provides supplementary services to students through in-class (intervention) activities. Students are in regular grade level Phase English courses where individual diagnosis is done and progress measured through achievement tests and teacher-made instruments. The Individual Test Record Sheet of the California Achievement Test mastery scores is used as a basis for developing a Pupil Educational Plan for each student. Chapter 1 students are scheduled into Phase English sections made up predominantly of Chapter 1 students. Students work with the regular classroom teacher and Chapter 1 part-time teacher within a given class period.

Chapter 1 part-time teachers also work with Chapter 1 students in other content area classes that have high concentrations of Chapter 1 student enrollment. The table below shows the distribution of Chapter 1 students who have received one or more period(s) of supplementary services.

NUMBER AND PERCENT OF STUDENTS RECEIVING CHAPTER 1 SERVICES

AREAS OF SERVICES	1981-82	1982-83	1983-84
ENGLISH ONLY	189 (75)	182 (83)	236 (59)
ENGLISH/ONE CONTENT AREA	59 (23)	31 (14)	134 (34)
ENGLISH/TWO CONTENT AREAS	4 (2)	7 (3)	30 (8)
	252	220	400

*Numbers in parentheses are percents.

- b. Project staff has identified five learner behaviors as attributes of academic success. They include work habits, attendance, class behavior, study skills and character/personality. These learner behaviors were identified on the basis of teacher observations compiled over the years. This work led to the development of a program component described as the Student Learning Behavior Profile.

The specific objectives of the Student Learning Behavior Profile are:

- to help students become aware of their learning behaviors and how these behaviors can help them perform successfully;
- to help students take appropriate action to develop learning behaviors which will improve their ability to perform successfully; and
- to provide teachers with additional information about each student so that appropriate adjustments can be made in instructional strategies/materials/modalities to fit the individual needs of each student.

The component helps students see the relationship between their learning behaviors and their ability to succeed in classwork. The true value of this process lies in the interaction between the teacher and the student. For meaningful interaction to occur each student must see the need to change his behavior from negative to positive. Personal growth must be reflected in improve grade point average as a result of changing his behavior.

A Student Learning Behavior Profile Worksheet is completed for each student, once at the beginning of the school year and once at the end of the school year. The worksheet identifies the specific items under each of the major behavioral domains as well as actual ratings given to each student.

A monitoring worksheet called the Daily Learning Behavior Checklist is used to record student behavior data gathered through classroom observation. These daily logs of individual student learning behaviors are shared regularly with each student to guide the student in adjusting to successful learning behaviors.

Students who show poor learning behaviors on the Daily Learning Behavior Checklist and have low cumulative grade point averages, are identified as "high risk" students. Every three weeks, the part-time teachers and regular teachers develop an Extended Pupil Educational Plan specifically made to meet the individual needs of these students. The Extended Pupil Educational Plan spells out the specific steps to be taken with the student to develop and strengthen appropriate learning behaviors. Each quarter, EPEP's with modified curriculum options, are generated by the part-time teachers under the close supervision of the regular and Chapter 1 teachers until the student performs satisfactorily.

- c. The materials, methods, or approach used with each child is determined by the educational needs of the child as revealed by the California Achievement Test Individual Pupil Test Record Sheet, teacher-made tests, and the Extended Pupil Educational Plan.

A diagnostic-prescriptive procedure based on mastery learning concepts is employed. These concepts consist of six basic steps:

1. Teacher sets instructional objectives.
 2. Teacher diagnoses/assesses/tests student in terms of objectives.
 3. Teacher prescribes a plan based on the assessed findings.
 4. Teacher implements plan.
 5. Teacher evaluates student's achievement in terms of the plan.
 6. Teacher reteaches areas which need to be retaught.
- d. Although regular classroom teachers may select their materials, equipment, and methods for use with their students, certain materials are used throughout the classrooms servicing Chapter 1 students. Scribe--a comprehension program emphasizing notetaking, listening, spelling is used to heighten the student's awareness of appropriate language usage and word relationships. SQ3R (Survey, Questions, Read, Review & Recite)--is used when students are gathering information. The "I Can" course is used to inculcate positive thinking, to enhance attitudes and to develop competencies. A Thinking Skills program develops comprehension skills and problem solving capabilities through "hands on" activities. "Writing Across the Curriculum" helps students comprehend content material.
- e. Part-time teachers are asked to evaluate students' study skills as part to the "Extended Pupil Educational Plan" to improve a student's competence in this area. Also, the project uses a process oriented curriculum with emphasis on teaching students how to learn.
- f. Grouping practices vary according to each regular teacher and the purposes of each unit of instruction. Students who need more supervision because of severe remediation difficulties are allowed one-on-one pullout time with part-time teachers or the Chapter 1 full-time teachers.
- g. Student team learning, video tapes, computer labs, small group instruction, library usage, and student publications are among the activities offered to enrich instructional activities.
- h. There is continual review of student progress by the regular and Chapter 1 teachers. Every three weeks part-time teachers assess the progress of their students and make recommendations for adjustments to the Extended Pupil Educational Plan. Part-time teachers meet formally on alternating Tuesdays to review program direction.

Parents are informed of their children's educational plans through frequent telephone contact.

Each student receives guidance in evaluating his performance and in developing a plan for improvement.

7. HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

- a. Students who are ready for challenges gain new experiences by participating in extracurricular activities or in higher level

academic activities. Through the "I Can" goal oriented activities, all students regularly engage themselves in enriched social, career, finance, physical, family, and educational activities, including the District Enrichment programs.

- b. The "I Can" course which reflects the Chapter 1 curriculum emphasis provides guidelines for positive behavior and achievement.

To motivate students, teachers are asked to give immediate regular feedback on student performance.

8. POSITIVE SCHOOL/CLASSROOM CLIMATE

- a. Kailua High School has participated for two years in a school climate program.

The emphasis in the Chapter 1 classrooms is on providing immediate support to students so they comprehend their assignments and are on task. Because their needs are met, students feel comfortable in the classroom. Negative behaviors are kept to a minimum.

9. MAXIMUM USE OF ACADEMIC LEARNING TIME

- a. Each class uses a variety of activities to ensure students are engaged in learning tasks as they enter the classroom. These activities range from sustained silent reading to journal and scribe activities.

Students who behave in an inappropriate manner are sent to the Chapter 1 office classroom for counseling and individual assistance.

- b. Homework is considered an essential part of learning. Frequent contact is maintained with the home to obtain feedback on homework assignments and to establish the importance of homework.

Chapter 1 students are monitored for their performance in all content courses and are encouraged to seek help when needed.

10. CLOSELY MONITORED STUDENT PROGRESS

- a. The intervention mode allows feedback to the regular classroom teacher to be an integral part of classroom procedures. Chapter 1 teachers monitor learner behaviors daily and provide their observations to the regular teachers. Every three weeks high risk students have an updated extended pupil educational plan charted for them. The plan is approved and signed by the regular classroom teacher.

11. REGULAR FEEDBACK AND REINFORCEMENT

- a. Frequent communication to the student of their progress is an essential ingredient of the instructional process. Such communication provides reinforcement of positive growth and encourages independence and responsibility on the part of the learner.

Formal procedures include:

- 1) Regular school reports--interim and quarterly
- 2) Phone calls to students and parents
- 3) Staff-counselor-student-parent conferences
- 4) Extended Pupil Educational Plan and daily monitoring of learner behaviors

- b. The intervention mode allows feedback to the regular classroom teacher to be an integral part of calssroom procedures.

Parents receive interim and quarterly reports from the school. In addition, phone calls are made to parents when the need arises.

12. EXCELLENCE RECOGNIZED AND REWARDED

- a. Recognition of student progress and achievement is provided through the publication of student literary magazines. Presently, every Chapter 1 class is publishing a student magazine.

In addition, student awards ceremonies are held by regular teachers in their classes as part of the end-of-the-year activities.

- b. Chapter 1 teachers are given the opportunity to share successful strategies and efforts at inservice training sessions.

13. EVALUATION RESULTS USED FOR PROJECT IMPROVEMENT

- a. Using evaluation results for project improvement is considered a key to the success of the Kailua High Chapter 1 project. The project uses the norm-referenced evaluation model to assess project impact. Chapter 1 students are pre and post-tested. Sustained effects testing is conducted once every three years. The testing cycle is fall to spring. For both the regular and sustained effects evaluations the 1977-78 California Achievement Test was the evaluation instrument.

The Kailua High Chapter 1 project staff is attempting to identify and measure student learning behaviors that contribute to success in the classroom. They have developed a three step process described as the Student Learning Behavior Profile. The objective of this effort is to help students see the relationship between their learning behaviors and their ability to succeed in classwork.

- b. The most recent project evaluation was completed in 1983-84. All Chapter 1 students with pre and post test NCE scores in total reading were included in the yearly Model A1 project evaluation.

A sustained effects study was also completed in 1983-84. Project students, a total of 179, with three sets of scores--fall, spring, fall--were included in the study.

- c. Quarterly newsletters are mailed and School Parent Advisory Council meetings are regulary scheduled to discuss program goals, directions and evaluations.

- d. Evaluation results in Part III show that students have made substantial gains in reading comprehension. Their grades in content courses, however, could be further improved. More sophisticated measures have now been developed to pinpoint weak learner behaviors and process strategies needed to improve overall student performance. Measures of student behaviors are taken daily to identify appropriate process strategies needed to ensure improvement.

III. EVIDENCE OF SUCCESS

PROJECT IMPACT

The objective of the Chapter 1 project is to increase the students' reading achievement. As a result of participating in the Chapter project, target students will show improved total reading skills as demonstrated by a gain above their expected score without Chapter 1.

Using the A-1 norm referenced evaluation model, students' achievement gain is measured over the fall-to-spring school year. Chapter 1 students were administered a fall pretest early in the school year and a spring posttest at the end of the school year. The difference between their achievement results is the project impact.

Kailua High School used the total reading score from the 1977-78 California Achievement Test (CAT) to pretest and posttest all Chapter 1 students. Out-of-level testing within the evaluation guidelines were used. Scoring services were provided by the test publisher.

The following tables are presented as evidence of the success of Kailua High's Chapter 1 project.

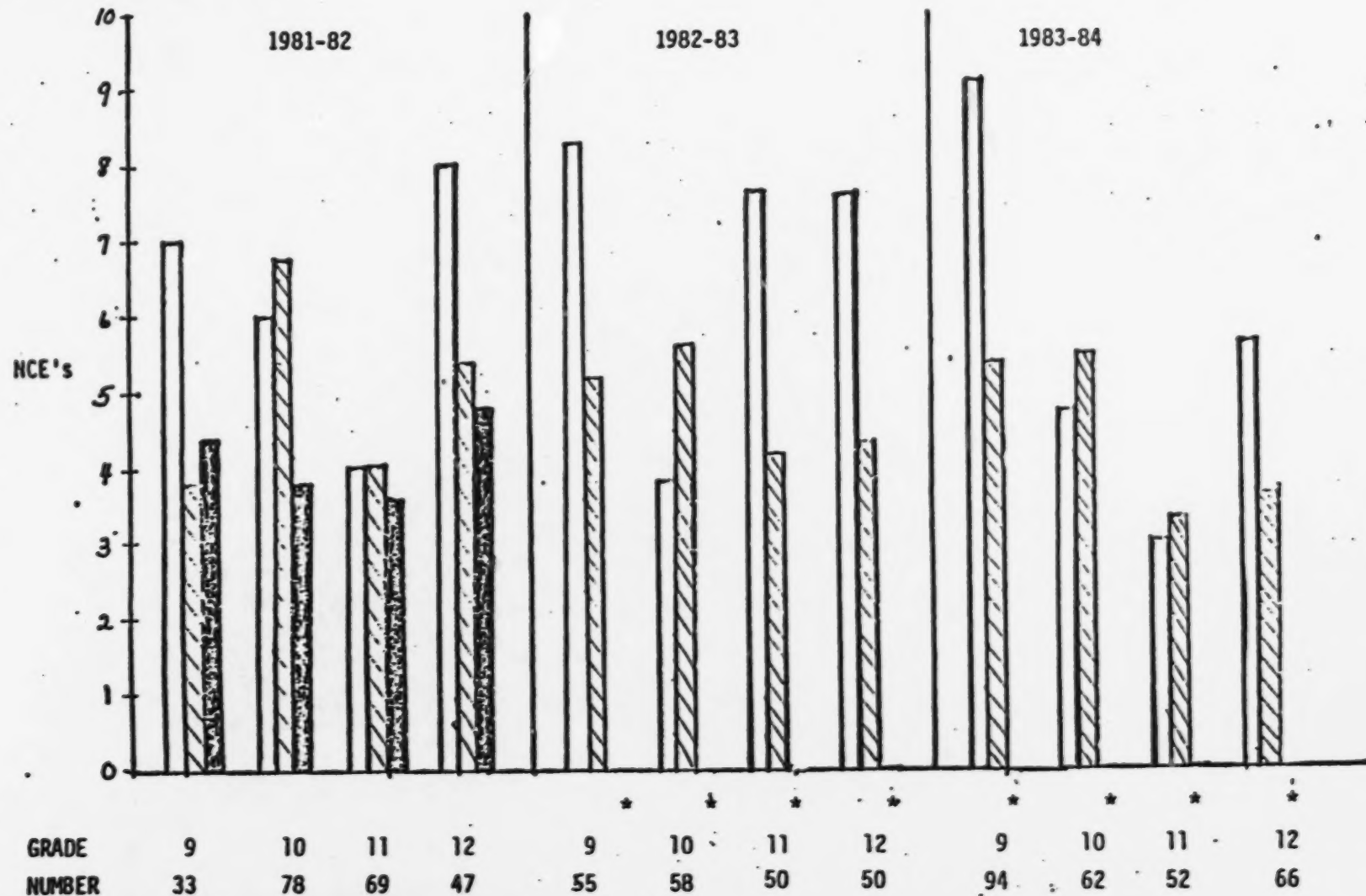
Table I presents a summary of reading achievement scores by Kailua High students as compared to that of Hawaii state Chapter 1 averages and the national Chapter 1 averages. For the 1981-82 school year Kailua High students made significant gains above the national average in every grade level. For the 1982-83 and 1983-84 school years, the national Chapter 1 averages are not yet available. Therefore, comparison will be made with state averages only. For the 1982-83 school year Kailua High students made significant gains above the state average in grades 9, 11 and 12. For the 1983-84 school year Kailua High School students made significant gains above the state average in grades 9 and 12.

Table II attempts to show three things. One, that students selected for the project are educationally needy. In 1981-82, 76% of the ninth graders scored below the 20%ile on the pretest and 24% scored between 20-39%ile. Two, there is a reduction of students scoring below the 20%ile at posttest time. In 1981-82 there was a reduction of 33% of ninth graders; 1982-83 a 45% reduction of ninth graders and in 1983-84 a reduction of 41% of ninth graders. Three, there is movement within percentile categories. In 1981-82 at pretest time there were 76% of the ninth graders in the below 20%ile category; 24% in the below 40%ile category and 0 in the 40+%ile. At posttest time there were 42% of the ninth graders in the below 20%ile category; 36% in the below 40%ile category and 21% in the 40+%ile category. The below 40%ile category showed a 12% increase and the above 40%ile category showed a 21% increase.

TABLE I'

 Kailua High Averages
 State Averages
 National Averages

COMPARISON OF NCE GAIN SCORES IN READING



135. * National Averages for 1982-83 and 1983-84 not available

136

TABLE II

Percent of Chapter I Students by Grade Level in Percentile
Categories for Pre-Post Test using CAT*

Year	Grade	Number	CAT *	1 - 19 %ile	CAT Percentile 20 - 39 %ile	40+ %ile
1981- 1982	9	33	Pre	76	24	0
			Post	42 (-33)	36 (+12)	21 (+21)
	10	76	Pre	67	30	3
			Post	47 (-20)	51 (+21)	7 (+04)
	11	69	Pre	58	38	4
			Post	40 (-26)	61 (+23)	7 (+03)
	12	47	Pre	77	23	0
			Post	45 (-32)	45 (+21)	11 (+11)
Total	9 - 12	225	Pre	68	75	2
			Post	41 (-26)	50 (+24)	10 (+08)
1982- 1983	9	31	Pre	52	48	0
			Post	7 (-45)	61 (+13)	32 (+32)
	10	49	Pre	69	27	4
			Post	39 (-31)	47 (+20)	14 (+10)
	11	53	Pre	40	45	15
			Post	28 (-11)	47 (+02)	25 (+09)
	12	46	Pre	80	20	0
			Post	48 (-33)	48 (+28)	4 (+04)
Total	9 - 12	179	Pre	60	34	6
			Post	32 (-28)	50 (+16)	18 (+12)
1983- 1984	9	87	Pre	64	28	18
			Post	13 (-41)	55 (+28)	32 (+14)
	10	58	Pre	64	26	10
			Post	41 (-22)	43 (+17)	16 (+05)
	11	44	Pre	52	46	2
			Post	39 (-14)	59 (+11)	5 (+02)
	12	66	Pre	64	35	2
			Post	41 (-23)	47 (+12)	12 (+11)
Total	9 - 12	255	Pre	58	32	9
			Post	31 (-27)	51 (+18)	18 (+09)

* CAT = California Achievement Test
(-) = reduction
(+) = gain

The table below presents a summary of absentees divided into three categories -- 1-10 days, 11-20 days and over 20 days. Absence category over 20 days shows a reduction of 43% between 1981-82 and 1983-84.

TABLE III

Percent of Chapter 1 Students
Absent from Chapter 1 Class

School Year	Total Number of Students	Absence Categories		
		1 - 10 days	11 - 20 days	over 20 days
1981- 1982	252	18	23	60
1982- 1983	240	29	23	48
1983- 1984	295	41	25	34

Table IV below presents the sustained effects achievement data for Kailua High School. The total school average shows a gain of 7.4 NCEs between Fall 1982 and Spring 1983 scores.

The difference of the total school average for Fall 1982 and Fall 1983 shows a maintenance of gains made the previous year.

TABLE IV
Sustained Effects Achievement Data Summary
Kailua High School, 1982-83

Grade	Number of Students	NCE TEST SCORES		
		Fall 1982	Spring 1983	Fall 1983
9	31	29.6	41.3	29.6
10	49	25.4	33.7	29.5
11	53	33.8	37.8	37.1
12	46	24.2	31.7	30.7
Total School	179	28.3	35.7	32.1

Table V below presents cumulative grade point averages for Chapter 1 students for 1982-83 and 1983-84. For both years a little over 90% of the students enrolled in Chapter 1 classes made passing grades.

TABLE V
Cumulative Grade Point Average of
Chapter 1 Students by Percent

Grade Point Average	1982-1983 N=240	1983-1984 N=295
0 - .99	8	7
1. - 4.0	92	93

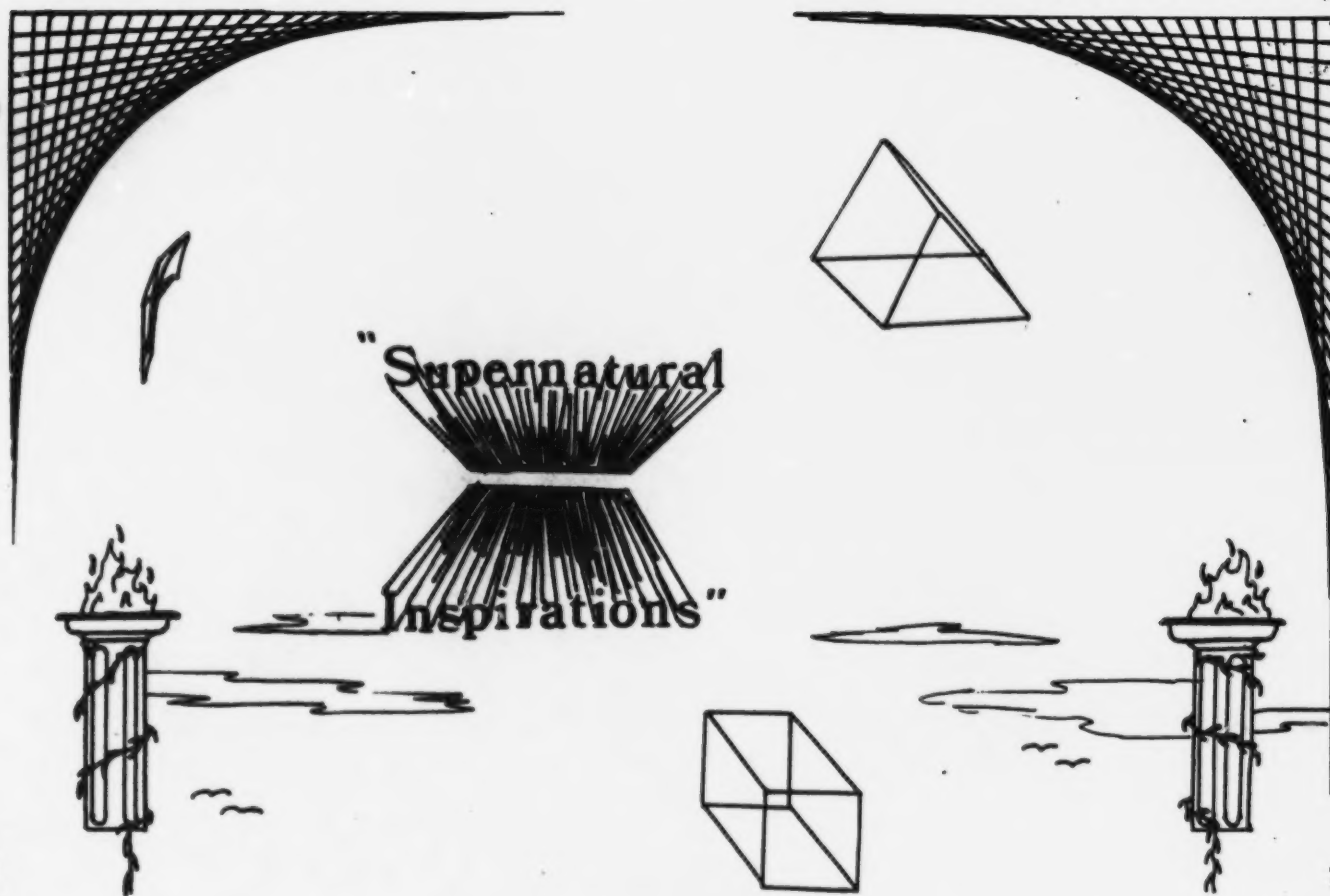
0 - .99 = Failing
1. - 4.0 = Passing

(Data for 1981-82 not available)

CONCLUSION

It is clear from the evidence presented in the tables that Kailua High School has a successful Chapter 1 project. Several practices appear to contribute to the success of the project. Regular classroom and Chapter 1 teachers meet regularly and frequently to develop/implement/revise a process oriented curriculum designed to meet individual student needs. These daily/weekly meetings provide for more interaction and open communication. Development of a unique program component described as the Student Learning Behavior Profile which helps students to see the relationship between their learning behaviors and their ability to succeed in classwork. Project staff maintain a positive school/classroom climate. The emphasis is on providing immediate support to students so they comprehend their assignments and are on task. Frequent communication with the students of their progress is an essential ingredient of the instruction process. Such communication provides reinforcement of positive growth and encourages independence and greater learning. Frequent contact is maintained with the home to obtain feedback on homework assignments and to establish the importance of homework. Chapter 1 students are monitored for their performance in all content classes and are encouraged to seek help when needed.

SAMPLES OF
STUDENT PUBLICATIONS



It was a cold winter morning about 6 AM. Guy was looking out at one of the most popular surf spots on Oahu called Pipelittles checking out the huge glassy surf. He was concentrating on how the waves break.

The early sunshine reflected off his bright Burm'ys and his wet suit covered the kanes on his back. His shoulders were just as tall as his 5 foot 10 inch tall channel bottom thruster from T and C.

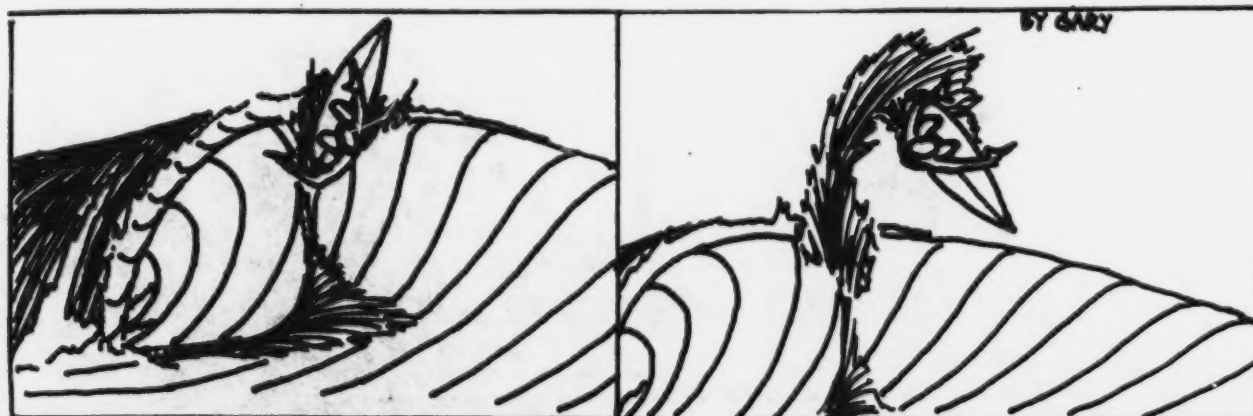
Before Guy surfed he meditated for a full 15 minutes. When he was out there he looked for the big, clean waves and was determined to catch air. He was merciless to the waves, tearing and ripping them up.

While Guy was showing his best, a couple of guys were laughing at him. Guy was getting mad and called out to them. They started yelling at each other and decided to have a contest to see who was the best. Guy was kind of nervous because he didn't know how good he was or how good the other guys were.

The next day Guy was out at Pipelittles early practicing with some of his friends when the other guys came. He brought 3 of the best built boards from his sponsors. Guy was in the water and was trying to get out because the big waves were coming in. The other guy caught the first wave. It was a big one and he did some good cutbacks and a nice spray. Then Guy caught a wave. It was a pretty good size wave and Guy did something he has been wanting to do for a long time but couldn't. He caught air, about 2 feet off of the wave. The other guy was sick because he couldn't do that. Later on the other guy was breaking his boards. His skegs were coming off. Guy was surfing the best he could and then the judges called them in. The other guy was bragging that he won and he was the best. The judges announced that Guy had won because of that move he made. The other guy was all sick and told Guy, "Hey, you're good. Keep it up."

Now Guy is very happy but doesn't brag about the win. He learned that he could win whatever he wanted to if he only tries. Now Guy is surfing regularly.

- Steve L. Akiona



HOKULE'A

"This voyage will be called 'Voyage of Rediscovery.'

This voyage is dedicated to rediscovering the most extensive nation on earth. The first voyage was in 1976. The trip was to go to Tahiti and back. It proved to most people's satisfaction that the early Polynesians were purposeful sailors and colonizers. They sailed into the wind - they did not drift helplessly, as had often been argued. On the second voyage in 1980, Nainoa Thompson of Hawaii - after extensive training with the Micronesian navigator Mau Piailug - became the first Polynesian since ancient times to navigate a voyage without instruments." ---Polynesian Voyaging Society

There will be alot of people on the voyage of Hokulea. There will be many returnees. Some of the returnees are Mau Piailug, Nainoa Thompson, Buddy Mcguire, Chad Babayon, John Cruz, Leon Sterling, Joan Sterling, and many others. Many of the people from the different islands will be sailing with us. I will be sailing on some of the trips including the trip to Tahiti. I will be the youngest one on the trip.

The trip to Tahiti is set to begin on July 1. It all depends on the wind conditions when we will start.

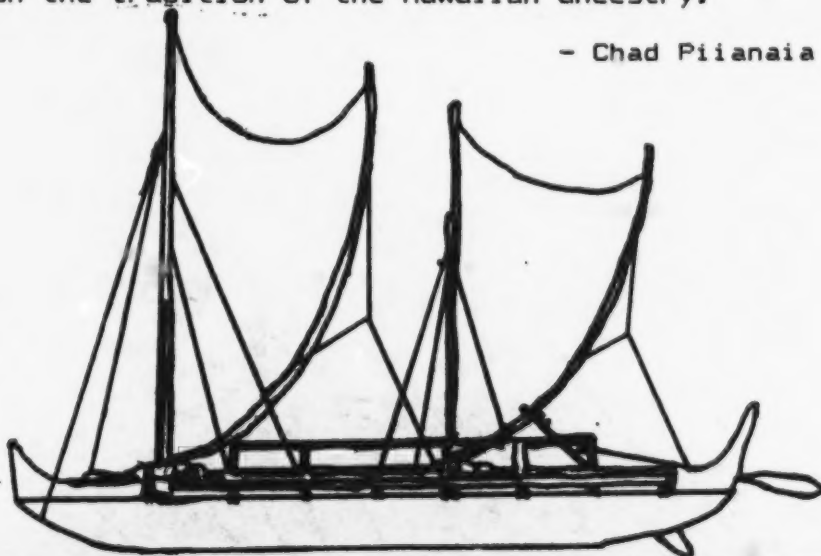
The purpose of this trip will be to retrace the routes of the ancient Polynesians. There will be no instruments to help in the navigation. We will use the stars, fish, birds, and ocean currents for navigation.

We will first sail from Hawaii to Tahiti. The time estimated for the trip is 32 days. Then the Hokule'a will sail from Tahiti to the Cook Islands. The estimated time is 14 days. Then it will sail from the Cook Islands to New Zealand, hopefully in 25 days or so.

From that point, the route will be from New Zealand to Fiji in 17 days, from Fiji to Samoa in 10 days, from Samoa back to the Cook Islands in 35 days, from the Cook Islands to Raiatea (and Tahiti) in 25 days, from Tahiti to Marquesas in 12 days, and finally from the Marquesas back to Hawaii, in approximately 22 days.

All in all, the voyage is expected to last 2 years. Although I'll only be able to sail in the summer, I'm proud to carry on the tradition of the Hawaiian ancestry.

- Chad Piianaia



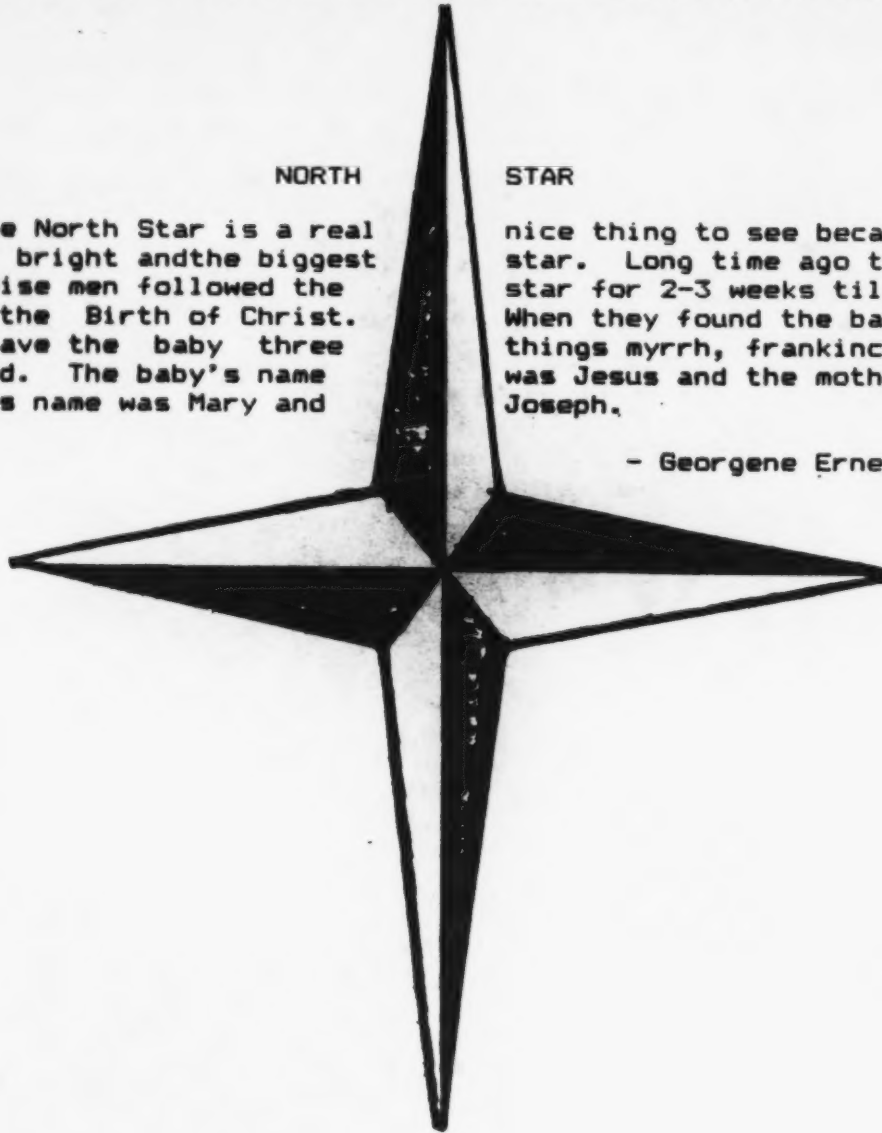
NORTH

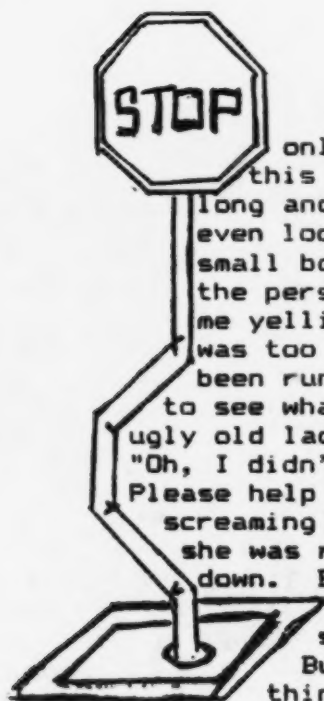
The North Star is a real
is real bright and the biggest
three wise men followed the
found the Birth of Christ.
they gave the baby three
and gold. The baby's name
father's name was Mary and

STAR

nice thing to see because it
star. Long time ago the
star for 2-3 weeks till they
When they found the baby
things myrrh, frankincense,
was Jesus and the mother and
Joseph.

- Georgene Ernestberg





....STOP....

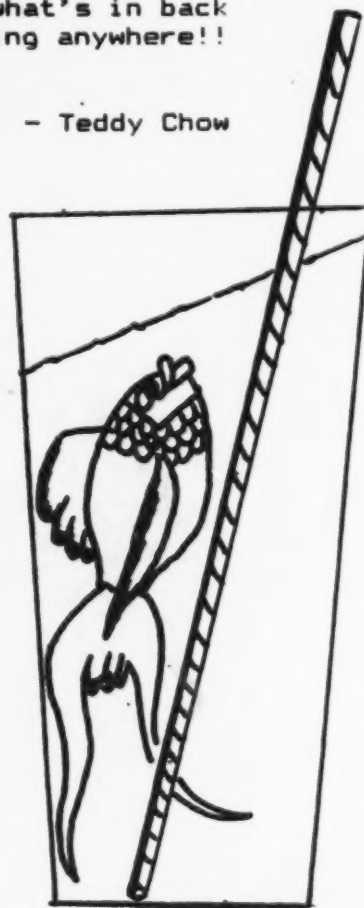
Oh my god, if you could have only been there yesterday when I saw this big brown car reversing down its long and tall driveway. It didn't even look or stop at all. There was a small boy walking down the sidewalk and the person driving this car didn't hear me yelling, "Stop! Stop!" But by now it was too late. The little boy's leg had been run over. I ran over to where he was to see what was wrong with him and this big ugly old lady gets out of the car screaming, "Oh, I didn't even see him! I'm so sorry. Please help me, please!" But I was yelling and screaming at her for not looking back while she was reversing, and for not even slowing down. By now, the ambulance was here and was taking care of the boy. I was so mad, I could have killed her. But one thing that I learned and think is that everybody should take responsibility of checking what's in back of their car, before reversing anywhere!!

- Teddy Chow

CONFUSION

Confusion is battleship grey,
and it sounds like your neighbors fighting.
Confusion looks like a fork in the road,
and it tastes like orange juice with your oreo.
Confusion smells like cigarette smoke in an
air conditioned room.
and confusion makes me feel crazy and lonely.

--Period 4



THE SCARY OLD PALI ROAD

After a party, on the way home, my friends and I took a turn that lead to the dark, scary Old Pali Road. We stopped the car and heard noises like someone calling for help. Suddenly two cars stopped and parked on the side of the road. My friend, who was driving said, "Let's go and see what's going on over there." I said, "I think we had better just go on driving, okay?"

As we drove away the two cars started to chase us. We drove as fast as we could, but the two cars were still following us. When we came to the second Pali tunnel, my friend asked if the two cars were still following us. I told her it had disappeared.

"Yeah, it's not following us," another friend added. "It disappeared after the first tunnel."

We went to my friend's house, but we didn't go to sleep because we wer so scared. We talked for hours until we finally fell asleep. In the morning, nobody remembered anything about what had happened the night before. Just like it was a dream.

- Jean Canillas

KAHANA VALLEY

Once upon a time long ago lived this old man and his dog in Kahana Valley. They lived in an old ragged house which had no eletricity. The man had only a telephone, and for lights he used flashlights and candles.

One night he decided to go for a walk in the valley, using only the moonlight to see. He crossed the stream, climbed over the hill and then he came across two old graves. He was trying to see whose graves they were but he couldn't, so he decided to come back in the daytime so he could see. The next day when he went back his dog licked the gravestone and he could read "Mr. and Mrs. P Apana." This was his mother and father's grave, so he started to pray so that he wouldnt do anything to the grave.

All of a sudden the dirt started to move and the grave began to crack, so he jumped back. His dog was barking madly. Then a gust of wind came and white mist in the air started to go up in a straight line and he watched it as it rose up in the sky until it vanished. This was the spirit from his mother and father.

So from that night on, he returned back every morning and every night to pray for his parents.

-MIKE HAIA-

No!

ME AND MY BRUDDAH

A long time ago me and my bruddah Wags was walking on da beach.

He said, "A Bear" which is my nick name, "I like go swim."

I said, "shoots", but you godda be back in two hours. He said ok, and ran off into the water like on seal. I walked down to the shore and told him if he neva meet me at da battrum I would bag from him. He happily said, "ok".

I continued to walk until I saw one awesome looking wahine. I kept walking past giving her da side eye and smiling all da time.

She was wearing one mean french cut bathing suit and she had nice brownish blond hair and she was awesome.

I continued to walk when she said excuse me do you have the time, I said oh ah no I no more watch. I kept on walking when she said wait maybe you can help me, I said shoots anything. She smiled and said come.

She said her brother was out diving and he was due back along time ago. I said so what do you want me to do?

She said if I could go and swim out and tell him his sister wants him to come in. So I went, I swam and swam and swam, but I didn't any sign of the little brat. Finnaly I found the little whimp he had a small little squid pin down in its hole I did't think it was anything worth saving.

I poked him in the back and we both surfaced, I told him waht his sister said and we both swam into shore.

His sister was so thankfull, she started saying I must repay you I said nah no need I am sure your boyfriend would'nt like that and she said waht I don't have a boyfriend, I said oh you dont?, how bought dinner and a movie? she said she'd love it, and I said you'd love it I'm gonna luv it. We both laughed and made the arrangements.

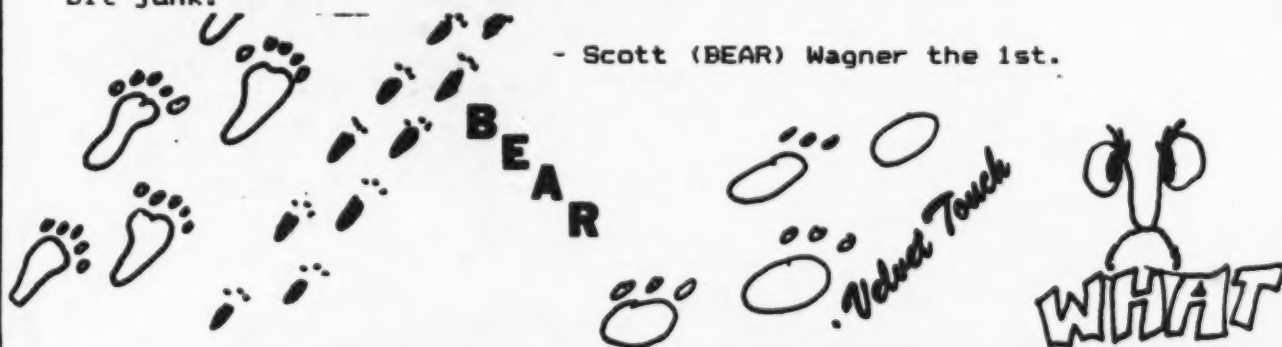
By the time I started back it was almost dark, and then it hit me. My brother he's at the bath room, he probably thinks I left him and went home.

I could'nt tell him it was my fault I would'nt hear the end of him. So I planned my story.

When I reached the bathroom I walked straight to him and started telling him, "what you lucky I came back for pick you up man see when you no listen to me. Next time I goin leave you there."

I was kind of funny at the time but now I feel little bit junk.

- Scott (BEAR) Wagner the 1st.



HAIKU STAIRCASE

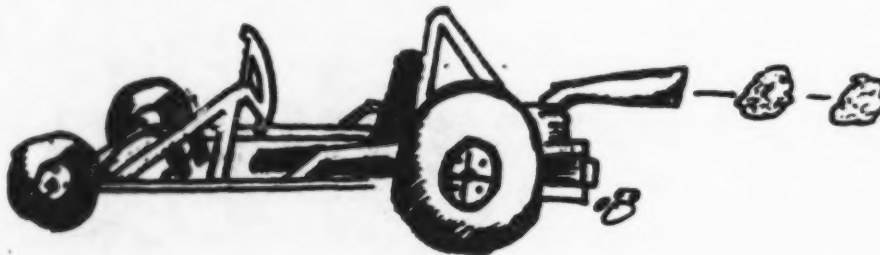
During my freshman year at Kailua High School we went on a field trip at Haiku staircase. The staircase is iron and slippery when it's wet. About halfway up we stopped and rested for awhile. While we were resting, we looked down and could see people climbing up. They looked so small! I was thinking that if I fell I would surely die. We kept on going until we climbed a steeper stair. About ten steps were hard to climb because some steps were missing. Finally we made it to the top. It was cloudy. We looked down again and it was so spooky from up there. Then we had to get back down, but suddenly the whole stair collapsed so we couldn't get back down. We had to wait until we were rescued by a helicopter.

- Angelito Losbog

DA GO-CART

One day me an my fren was going ride go-cart, but da stuff neva had one spak plug. We wen jump in my maka-dang-dang car and went to Napa, da one in Kailua, fo look fo da right size. I went put the plug in da engine and was sounding good, so we throw da cart on da roof of da car. We was at Bellows Beach riding in da parking lot. My fren Joe was riding the cart first. He was doing donuts all over and den I told him was my turn. I wanted to see how fast da stuff could go so I wen press the peddle to da matel. The cart was cranking 90 MPH and den all of a sudden smoke was coming out of the carburator. I was going blow up so I had to bail out when it was still going about 70 MPH. I had to look for sand for a soft landing fast. Then BOOM, the engine wen blow up and I wen crash right into da bushes. The go-cart was all bus up. We was all sick. I had to pay for fix um and I neva like ride go cart again.

- Michael Samson



THE MYSTERIOUS KILLER

Once in a town near Waianae a person was curious about someone who had killed his family. He asked many people about this person, but he couldn't get enough information. He asked his mother, father, sister, and his brother but he was still bothered. Finally he asked this old man in a cemetery who was cleaning up someone's grave. He asked the man if he knew the that story, and the man said, he was with him when he died. The old man told him to sit down and he would tell him the story.

Once near Waipahu a family was sitting in their living room watching the A-TEAM. A couple were arguing about another couple's divorce. He slapped her and she slapped back. It was a horrible sight to see them fight. Finally he felt disgusted and killed her with a baseball bat. His two son's came in and saw the destruction of the room, and they saw there mother dead on the floor. An open window, seemed to be broken. The glass frame had been broken, like a steel pipe had done it. But there was something mysterious, their father was gone. They went out to look for him but couldn't find a clue of where-a-bouts. When they went back to the house, they opened the front door that was supposed to be locked. They entered, found their sister on the table with a knife in her back and their grandmother, strangled to death, lying on the couch. One brother then told the other brother that he was going to the bathroom. In the bathroom he found their father hanging on the steel railing of the shower curtain. The brother screamed, and the other brother came rushing in and found his brother on his knees crying in front of their father.

"And so that's the story my boy," said the old man. "Wow! That's interesting, thank you for telling me this," said the kid. It's late I gotta go home, "oh and thank you again," replied the boy.

When the boy started for home, he saw the house where the man killed his family. All the windows were all boarded up. He opened one of the windows with hands and entered the house. The house was bare, he went to look around the house, he couldn't find anything. When he passed the bathroom he heard this breathing sound. It sounded heavy, so he opened the door, there he found this tall man who looked at him with a rope around his neck which was connected to this steel railing. He screamed and fainted. When he woke up, he found himself lying in his front yard. From then on he didn't tell anyone what happend.

-Kenneth Ebos

DA BEEF

Okay, one day I wen go cruizin wit my fren John. We wen take my cah. We wen go Waikiki an den we wen go Sandy's thru Hawaii-Kai way. We wen pull in one stall ovah dea, an we wuz parked by one cherry bug. I wen rap wit da drivah litto while. I tole him what kine engine he get an he tol me one 2180 wit 48's an dual exhaust. Das da big kine.....da racing kine.

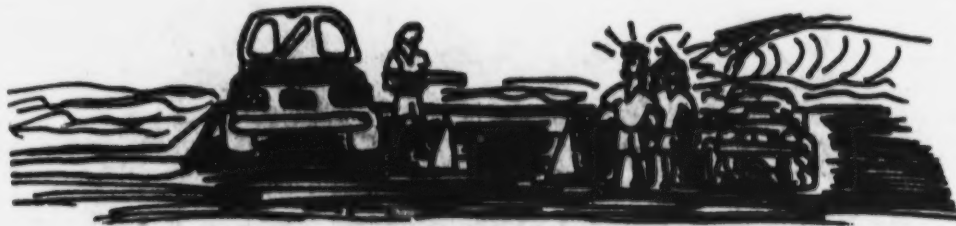
After I wuz talking to him I was checking out da chicks hea, an I wen spock one ono one. She was using one leopard stripe French cut bikini. HO, I was drooling! Suddenly my imagination was brok by wun senseless haole. You know what?

He wen bang me from da back! He wuz reversing an neva see my cah. F@#\$%!! I had one short whiplash. John was drinking one soda an da ting wen spill all ovah his shirt. OOOOH he was mad!

Me an him wen jump out of da cah an was bitchin' at da haole. Da haole said he was sorry but we said, "Eh !@#%!! YOU, you senseless dummy. So da haole herd dat an he wen false me! I wen drop an John wen give um one left dat wen stun him little bit. I got up an give um one uppa cut and couple body blows. Den I wen wind up and give um one right. Da haole wen fall on his car and had all blood on top. My friend tol me nuff already and they wuz holding me back. Den da haole wen sneak up an crack me again, so I wen give um one quick elbow in his head an I wen brok his nose.

So da haole was walking back to his car an all of us was laughing. We wen turn around an he wen pull out one sawed - off shotgun on us! An das when my mother wen wake me up fo go school.

- Gary D. Okada



A SCARY EVENING AT BLACKPOINT

One rainy night, my friends and I went to see a scary movie in Waikiki called "Nightmare on Elm Street." When we were going home, we stopped by a restaurant. While we were eating, four guys sitting across our table were staring at us. It seemed like they were looking for some fun. We tried to ignore them, but when we looked back, they were still staring at us. We decided to leave, but when we stood up they got up too. We went back to the car when they asked us if we wanted to have some fun. We told them no, and they said, "You girls don't know what you're missing," and just walked away.

After they left, we were all relieved and decided to check out a place called Black Point in Hawaii Kai. People say that a baby had been burned alive there and you could still hear the baby crying. The place was empty; there were no houses or lights around for about a mile. As we were driving there we had second thoughts about going, but we went anyway. No one was around and the only lights were our car lights. We went outside to look around and we could hear the wind making a spooky noise. We still couldn't see anything, but soon we heard footsteps coming from behind. We all turned and saw the shadow of a person walking towards us. It looked like a small girl. We could see her from the light of our car. Scared, we ran back into the car. We closed all the windows and locked the car doors, but when we turned to look again, we couldn't see her anywhere. We all screamed, "Let's get out of here!" My friend tried to start the car but it didn't want to start. We all panicked and started to cry. After trying for about two minutes, the car finally started. We zoomed out of the place back onto the highway.

I had a bad dream about what happened that night but I was so relieved to be safe at home.

- Helen Rasay





Did you ever realize a friend
that shared things with you,
who stayed by your side through
good times and bad?

You always thought you'd be friends
forever.

But then one day came
when you looked around
and your friend was gone.

You loved your friend the way
you loved your sis.
But then you realized you should have
told her how much you cared.

Now she's gone and you can't
turn back time.
But you'll always remember a true friend
who never left your heart.

-Terry Lorenzo

LAST FRIDAY

Last Friday Kaipo, his two friends Kyle and Gordon, and I went cruising downtown. When we rode around for awhile we got bored and couldn't think of anything to do. We thought of going to the Ice Palace but we didn't have any sox and besides, what we were wearing wasn't warm enough to go to the Ice Palace. Anyway, we ended up going to Castle Park. It was pretty fun. We played miniature golf, but to tell you the truth, I thought that was kind of boring. I barely did anything that night but Kaipo, Kyle, and Gordon rode all the rides, played the games, and played in the batting cage. The only thing that wasn't working was the Grand Prix. That's what I wanted to ride. Even though I barely rode anything, I still had fun just watching Kaipo and his friends.

The thing I had fun watching most was when they went on the bumper boats. Kaipo got practically everyone wet. His friend Kyle was all soaked. Gordon was too but not as much. Kaipo was just a little damp. It was kind of funny because Kyle had to take his shirt off and wear his jacket for the rest of the night. We teased him because he had to carry his shirt all around wherever we went. The only part that I didn't like about his wet shirt was that I had to carry it around when he went on the rides.

Another part that was fun was when we went to this place in Castle Park where there's a little carnival. We played the games and didn't win anything but a little, ugly stuffed puppy dog. There were so many stuffed animals that I thought were so cute. I told Kaipo to ask if he could just buy one for me, but the lady didn't want to sell us anything. Instead, she gave us the ones I wanted. I guess she liked us or something because I went home with a lot of cute, little stuffed animals. She also let us on the rides free. That night was fun!



SOMETIMES I DON'T KNOW HOW

Sometimes I don't know how to tell you
What's really on my mind
The question comes to my head so often
If you are the cheating kind
I'm trying my hardest not to let it show
Because I want our love to grow
You give me no reasons for my fears
You tell me you love me by showing your tears
How can I stop this childish thought
For that's the reason why we fought
What I need is for you to say
Don't worry everything will be okay

--Terri Elliot

WRITING WITH MICROCOMPUTER APPLICATIONS

Jurisdiction: Windward Oahu District
Name of Project: Writing With Microcomputer Applications
Target Audience: Grade 3 Language Arts instructors
Contact Person: Alma Cirino/Joan Yanagi
45-955 Kam Highway
Kaneohe, Hawaii 96744
(808) 247-2101

Description of Project:

Objectives:

1. To improve the quality and quantity of children's writing.
2. To develop greater teacher competencies in writing instruction.
3. To develop more teacher knowledge of microcomputers and insight into its potential for enhancing writing.

Full participation in an information based society requires competency in writing. The teaching and learning about writing, from the elementary grades, need to be enhanced to help students meet the challenges of an information based society.

Project Activities

1. To achieve improvement in the quality of children's writing, the activities used will follow both of these project concepts: (1) stimulating the sense of personal or "professional" authorship in children through the crafting and publishing of their writing; (2) letting children retain control of their writing by following decisions on such issues as topic choice, drafting, and publishing.

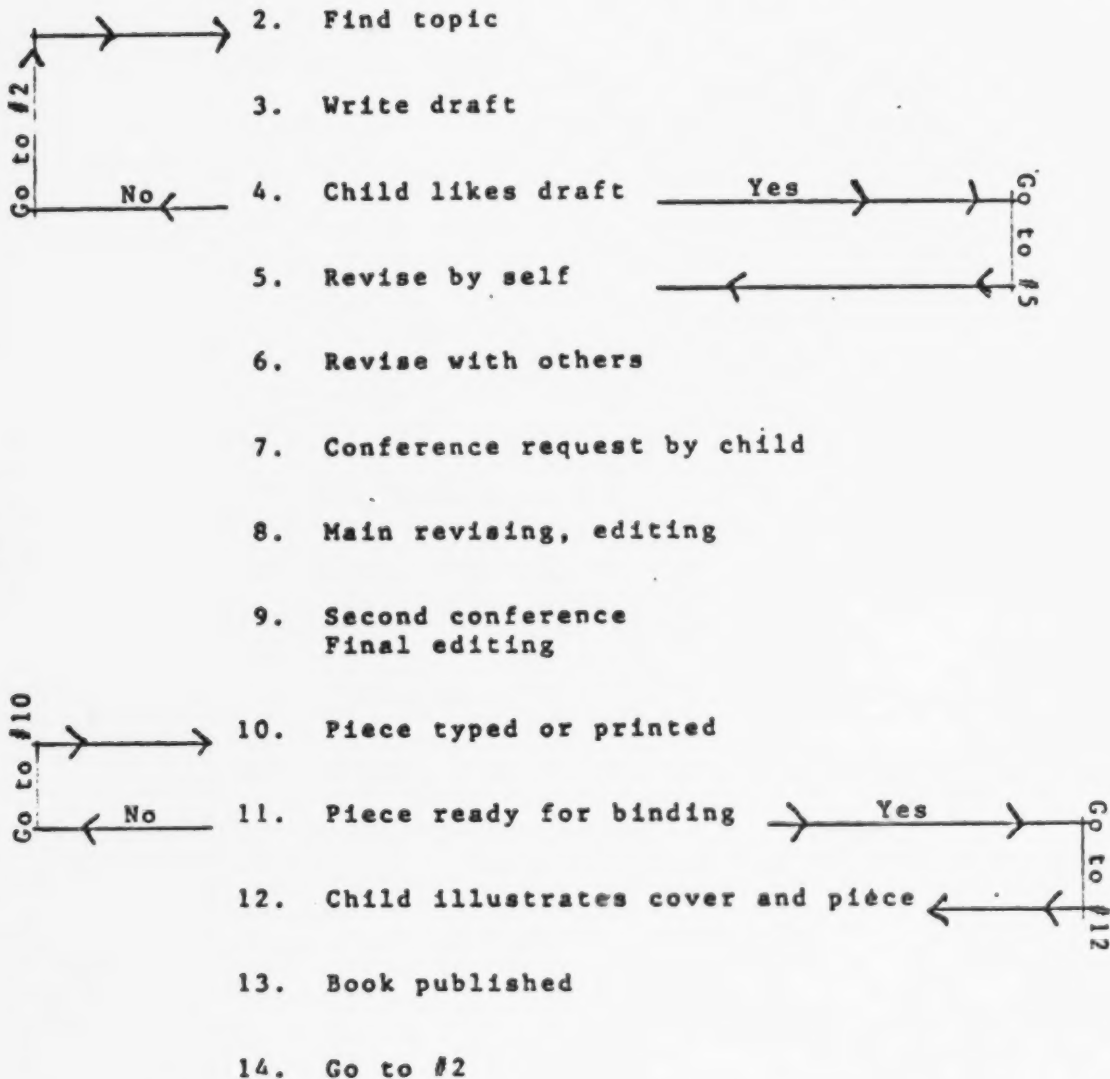
The activities related to the concepts include those listed below:

- a. Children will be read to for at least five minutes daily by the teacher, students, or invited others. A variety of print matter will be used, including children's own writing pieces.
- b. Children will have SSR (Sustained Silent Reading) daily.
- c. Children will have journal writing daily (5-10 minutes).
- d. Children will have a daily writing period of thirty to forty-five minutes.
- e. Children will choose their own topics to write on.
- f. Children will "control" or "own" their writing. Emphasis on early drafts will be on the creation of ideas. Invented spelling is considered an important step in learning to spell and learning spelling will be supported through the editing process. Language conventions will be dealt with in the context of the child's writing and not as a separate subject matter.
- g. Drawing may be accepted during the writing period providing the drawings illustrate either written, or to be written, material.
- h. Publication will be promoted. The child, in consultation with the teacher, will choose a writing piece to be edited and then handwritten neatly, typed, or printed using a microcomputer. Finished piece may become the child's book which is bound and illustrated as a "commercial" book or the piece may be included in a class newspaper or literary magazine.

- i. The child will be able to do word processing on the microcomputer at least twice a week.
 - j. Each child will have at least one individual writing conference weekly with the teacher usually scheduled during the daily writing time. The conference is the focus of classroom interaction and where the teaching of writing occurs. Teaching is individualized according to child's developmental level and the stage of the writing piece to be considered in the conference. There are three types of conferences:
 - (1) The same day each week will be used for the regularly scheduled conference.
 - (2) The child may also request a conference prior to the weekly one.
 - (3) A group conference may be held to deal with a common skill need.
2. To facilitate student revising the following activities will occur:
 - a. Children will learn that writing is a process through the use of the writing process model (see appendix) in conferences and group discussions.
 - b. Children will learn how to revise and save their writing pieces under the appropriate file names using the microcomputer.
 3. For children to gain knowledge of basic microcomputer and word processing functions the ensuring activities will be used:
 - a. A microcomputer, a printer, and the Bank Street Writer word processing program will be available for each project classroom.
 - b. Using the microcomputer: each child will be able to turn on the microcomputer, develop keyboard skills, call up the word processing program on the microcomputer, save what they had typed on their disk, bring back on the screen what they had saved by using the proper file name, and clear text from the screen.
 4. Editing will be facilitated through the use of the Sensible Speller software program.
 - a. The use of the Sensible Speller will be taught to the children. Activities would involve use of the Sensible Speller dictionary, adding and deleting words from the dictionary, and how to use the Sensible Speller in conjunction with the Bank Street Writer.

Writing Model

1. Pre-writing activities



CHILDREN AS AUTHORS HANDBOOK

Jurisdiction: Windward Oahu District

Name of Project: Children as Authors Handbook

Target Audience: K-6 Basic Skills Language Arts,
Teachers and Administrators

Contact Person: State: Dr. Violet Harada
School Library Services
732-1402

School: Mr. Arthur Kaneshiro
Principal
Kahaluu Elem. School
47-280 Waihee Road
Kaneohe, Hawaii 96744

Description of Project:

Children as Authors Handbook is a 188 page guide which provides directives for a successful partnership between classroom teachers and librarians. The publication highlights the objectives, processes, and outcomes of effective teaching strategies that encourage students to write. Successful elements of the project and how it has been taught by various school level teams of teachers and librarians are discussed.

Abstract of Practice

"Children as Authors" is a state-wide project being coordinated by the Department of Education's School Library Services section.

Its primary aim is to encourage effective, collaborative teaching among elementary school teachers and librarians in getting students to write and to create their own books. These books then become part of a classroom or a school library collection.

Successful teaching-learning strategies are emphasized in instruction that integrates language arts and library skills with content area concepts. Students from grades K through 6 are included in various school level adaptations of this project. Student made books range from original poetry and short stories to informational accounts on a spectrum of topics including social studies, science, Hawaiian studies, guidance, health, and mathematics.

Teachers and librarians who are participating in the project attest to its value for students in the following areas: it increases motivation and transfer of learning; it contributes to a sense of pride and accomplishment; and it encourages creative thinking and purposeful learning.

The project was initiated in 1983 with a volunteer group of nine pilot school teams of teachers and librarians in the seven districts. Since then, in-service sessions have been conducted throughout the state for the DOE and for various professional organizations. A Children as Authors Handbook, produced by School Library Services, is scheduled for distribution to all schools in fall, 1985.

Kahaluu Elementary in the Windward District, one of the pilot schools, is being highlighted in this report. At kahaluu, the original teacher and librarian team with enthusiastic support from the principal, produced exemplary student works done by kindergarten student. The school has since expanded the project to include other grade levels.

Statement from the Principal

In the two years (1983-85) of project implementation, there have been observable and noteworthy differences in kindergarten student achievement. Out of 56 children enrolled, six children are already reading at the second grade level, thirteen children at first grade level and twenty-two are already reading. This constitutes 73% of the kindergarteners well into reading. The increased motivation on the part of students who have seen their books in print and placed in the library for others to read have boosted self esteem and school achievement in general.

Children as Authors Handbook



In a small apartment, In New York John Flash (Lightning Man) was reading his daily newspaper with his pet, Furry (Electric cat.) John Flash was very handsome especially with his sparkly eyes.

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WINDWARD OAHU
DISTRICT OFFICE

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Writing skills: guidelines and tips

How do we establish the climate for writing?

Often it is not the skills which hamper students' ability to write, but it is their overall insecurity with writing as a means of expression. The teacher's role in observing, diagnosing needs, and prescribing on-the-spot instruction, becomes the key element to effective teaching and learning taking place. Some observable behaviors and possible problem indicators are:

<u>Behaviors</u>	<u>Indicated problem</u>
● difficulty getting started	lack of personalization, meaningfulness of writing task
● lack of task orientation; short attention span	lack of verbal facility and expression; lack of organizational structure and cohesion
● frequent stopping for erasures	preoccupation with correctness in form-- handwriting, spelling, mechanics

The teacher can help students overcome these problems through reassurance and support in the areas of language and thinking facility, and purposeful use of skills. Above all, it is the teacher who can make the student feel like an author with genuine ideas and expression, and a uniqueness worth sharing with others.

The following sections provide meaningful suggestions on working with reluctant writers and with very young writers.

SUCCEEDING WITH RELUCTANT WRITERS *

If you encounter students who, out of fear, underdeveloped motor skills, boredom, disbelief, stubbornness or weariness--will be unwilling or unable to write, these suggestions may help.

1. CONCENTRATE FIRST ON BUILDING THE STUDENTS' SELF-IMAGE
Give positive strokes to increase willingness to express feelings and ideas.
2. SPEND MORE TIME ON PRE-WRITING ACTIVITIES
Use various types of stimuli to motivate students' thinking, expressing and composing, e.g., objects, experiments, demonstrations, field trips, pictures, stories, films or direct experiences. Spend more time on motivation and sharing of ideas.
3. BE FLEXIBLE
Allow individuals to NOT write if interest or enthusiasm is low on a particular day.
4. EASE INTO WRITING
Don't give reluctant students the chance to build resistance by announcing writing ahead of time.
5. ENCOURAGE NON-VERBAL EXPRESSIONS
Provide experiences in art, music, rhythms and creative drama to help students "free" themselves and develop their expressive and imaginative powers.
6. ENCOURAGE WORD PLAY
Brainstorm lists of words for special topics; play with puns, alliterations, idioms, and word games.
7. ASSIGN SHORT PIECES
Reluctant writers are more willing to write if the writing goes faster and there are fewer mistakes to correct.
8. TRY TOPICS THEY LIKE
Use ideas that are interest-centered, related to the students' experiences and needs.
9. LET THEM USE A "PEN" NAME
Allow students to write under a pseudonym so they are much more willing to write and share freely.
10. STOP REVISION AND EDITING
Let students "write-write-write" until expression loosens up.**
11. WRITE TOGETHER
Let students brainstorm and assist each other in writing projects.
12. MAKE ASSIGNMENTS CLEAR
Be more specific: "Use 4 words from the list."
13. TRY DICTATION
Let students dictate to a partner who writes down the sentences OR use a tape recorder. After the story is taped, they can translate the oral into written words.

*Source: Kauai writing handbook (Kauai District, 1982), p. 35.

Adapted from If you're trying to teach kids how to write, you've gotta have this book!, by Marjorie Frank (Incentive Publications, 1979).

**Editor's note: Refers to frequent free writing opportunities which help students to acquire comfortableness and ease with writing as a means of personal expression.

WORKING WITH VERY YOUNG WRITERS *

Writing readiness is as important as reading readiness. Young writers can learn to enjoy communicating, show off their language abilities and become excited about words. Encourage a free flow of expression to prepare boys and girls to write. Let them:

1. TOUCH, TASTE, LOOK AT, SMELL AND LISTEN TO things together. Feel the environment and become sensitive to it. Listen to the rain and feel its cold wetness; chase butterflies; smell french fries, feel those crispy hot sticks, then chew and taste them, and share impressions.
2. TALK ABOUT feelings and ideas and discoveries. Provide experiences to taste a thing mui seed or feel the tingle of suspense. Let students smell and hear the cafeteria as it prepares lunch.
3. RECORD their responses or tape record their ideas and write them down as a composition.
4. READ! Read to students and encourage them to interpret by creative movement, providing sound effects, or clapping in rhythm.
5. LISTEN TOGETHER. Listen for special words, rhymes or rhythms in songs, records and tapes. Sing with records, add a verse to a favorite song, or write lyrics to music.
6. WRITE TOGETHER. Compose questions, sentences, riddles or rhymes orally as a group. Write down the compositions and read them back to prove to students that they can write.
7. Dictate. Parents, volunteers, senior citizens, or older students may be invited to record dictation.
8. SHARE Dictated Writing. Primary type, posters and banners show off the compositions and provide reading material for the class.
9. WRITE IN PAIRS. Older students pair off with younger ones to compose a piece of writing. Each person should provide ideas.
10. MAKE IT SHORT. Emphasize short compositions like:

sentences	notes	titles
riddles	captions	definitions
questions	poems	descriptions
silly sayings	rhymes	directions
letters	word lists	slogans

*Source: Kauai writing handbook (Kauai District, 1982), p. 36.

Adapted from If you're trying to teach kids how to write, you've gotta have this book!, by Marjorie Frank (Incentive Publications, 1979).

What are the important phases to consider in the writing process?

The writing process entails three major instructional phases: pre-writing, composing, and post-writing. A planned writing lesson usually involves the students in these three phases in order to achieve fully developed compositions. The purposes and interactive roles of teacher and students are delineated as follows:

Phases of writing *

Pre-writing - the motivating, generating and expressive phase which occurs before writing takes place.

- Teacher: Taps and expands students' experience.
Assists students to:
 Generate and express ideas
 Clarify ideas
 Develop concepts
- Student: Gathers ideas.
Experiences a period of invention.

Composing - the actual writing/drafting phase.

- Teacher: Assists students as needed to:
 Develop organizational skills.
 Clarify thinking.
- Student: Organizes expression for a specific purpose and audience.

Post-writing - the sharing, appreciating, assessing, revising and editing phase.

- Teacher: Develops the environment for peer audience response.
Assesses students' strengths and weaknesses for re-direction of instruction.
Instructs for student revision.
Assists student to develop self-editing skills.
- Student: Accepts feedback from audience response.
Clarifies communication for purpose and audience.
Restructures thoughts and sentences.
Edits for conventions.

*Source: Writing resource handbook (Windward Oahu District, 1982), p. ix.

How is the authorship of each child retained throughout the writing process?

The essence of authorship lies in an individual student's sharing of himself/herself---in feelings, personal expression, character, and uniqueness of style. The student needs to have some facility over the written mode of communication in order to transmit this knowledge. It remains the classroom teacher's responsibility to guide students in understanding that writing is a communication of self first, and the skills are merely means by which the expression occurs. This understanding and true pride of authorship evolves as the teacher provides emphasis on the uniqueness of each individual, and the gradual, but meaningful teaching of skills.

Authorship develops throughout the writing process; however, its foundations occur in the pre-writing phase where students gain ownership through personal discovery of their ideas, feelings, and concepts.

As students move into the composing process they bring together their writing skills and facility.

Finally in the post-writing phase, students once again use their writing skills to further refine their composition, and reach the ultimate goal of sharing their pieces of art with other students. It is this final step in the writing process which gives relevance and purpose to authorship and more importantly, a feeling of pride and worth in being a contributor of self to others.

How can writing skills be integrated into the pre-writing and composing phases of the process?

The teaching of writing skills may be integrated into various parts of the pre-writing and composing phases. They may be taught as separate lessons with meaningful linkages made back to the lessons at appropriate points. In order to facilitate meaningful skill instruction, they can also be taught as part of the composing process or as an "on the spot" teaching method.

The crucial aspect of skill instruction is to retain its support focus, and not have it interfere with the composing, creating, personalizing process of writing.

For many students this learning process of skill development is a lengthy, arduous stage. A classroom teacher, therefore, needs to establish a safe and encouraging environment while utilizing a variety of strategies to help students feel more confident and to develop competence in these writing skills.

In handwriting: If students are at the primary grade levels and have difficulty with fine motor coordination and letter formation, they can dictate their passages, or record them through tapes. Even peers who are more able can help with the printing of such passages or stories. Scribbling is another means of recording their expressions. For these students, perfection in letter formation may not be a realistic or necessary form of producing books.

In grammar: While the teacher is dictating for youngsters, grammar instruction can be subtly addressed. By re-stating or re-reading a phrase or sentence, the student is given an opportunity to hear the "sense" of his/her writing. If awkwardness is a problem, the teacher can provide other ways of structuring the sentences without getting into specific rules of grammar. Such instruction helps students to clearly and accurately express their thoughts; therefore, it should be included in the composing process as often as possible.

In the mechanics of usage: A simple model displayed in the room can provide adequate reminders in the teaching of skills such as punctuation, capitalization, and paragraphing. This is preferable to drills or separate work sheets on such technical skills. As students become familiar with the visual aspects of composing, they will be able to integrate these skills more naturally.

In spelling: This is one of the major hurdles students need to overcome in the writing process. Struggling for correct spelling becomes a hindrance when students cannot proceed because they are unable to spell words they need in expressing themselves.

The following aids provide ways to assist students with spelling while they are writing.

Aids for Spelling as Children Write *

1. Suggest to children that they should seek the teacher's help.
Whether circulating among the children or working on a group of children (e.g., in a reading group) while others are composing, the teacher might have pieces of scratch paper handy and merely write the word requested and hand it to the child.
2. Have children raise their hands for spelling of words.
The teacher writes each request on the board.
3. Ask, at the end of the pre-writing activity, (after having used a stimulus) and before the children begin to write, for words they think they will use, the spelling of which they are not sure.
Such words are listed on the board.
4. Write words on charts and place them around the room. Such words may be high frequency structure words (Dolch-type words), common words that they are currently using in their writing because of a social studies unit, a science unit, hobbies, common personal interests, etc.
5. Have children begin to keep their own word boxes (banks) of words that they use often, or have newly discovered, that are interesting and exciting to them.

*Source: Materials prepared by Dr. Betty Uehara, professor emeritus, College of Education, University of Hawaii.

6. Have children begin to keep their own lists of words in a notebook.
The notebook may be divided alphabetically or into other categories (e.g., for the more advanced children: nouns, verbs, adjectives, adverbs, connectives; or name words, action words, words that describe, words that tell how, words that tell where, short words I use all the time, special words I like, etc.). Such divisions, alphabetical or otherwise, provide for ease in adding words and in referring to the notebook for spelling help.
7. Suggest that the use of the dictionary is an option, if the child so chooses, but it should not be constantly suggested as the best help while composing. If forced to use the dictionary while composing, many children are apt to lose their train of thought or feel that using the dictionary is a burden; and they will revert to using words that they can spell. (However, encouraging children to use the dictionary for editing, after the composition has been completed, is an acceptable practice.)
8. Have books and other printed materials in the room to also serve as spelling aids. For example, children are writing about whales, and if they know that there are some books on whales in the room, they could consult such sources for the spelling of special words on the subject matter.

9. Finally, the most important, single message that a teacher should communicate to all children who are writing on their own (as opposed to dictating and partial copying) is:

"When you are thinking of a word that you don't know how to spell, and you can't find help right away, write as much of the word as you know and continue with the rest of the story (or report, letter, poem, etc.). We can work on the spelling later." The teacher should remind children: "Use the best words that you can think of. Don't just use words you know how to spell."

Examples of how children might do this are:

1. Knowing only the first letter of the word and writing it, followed by a blank space:

I liked the p_____. (for "parade")

2. Knowing the first letter and a few others in the word:

I liked the praid. or I liked the pr____d.

Planning Your Book

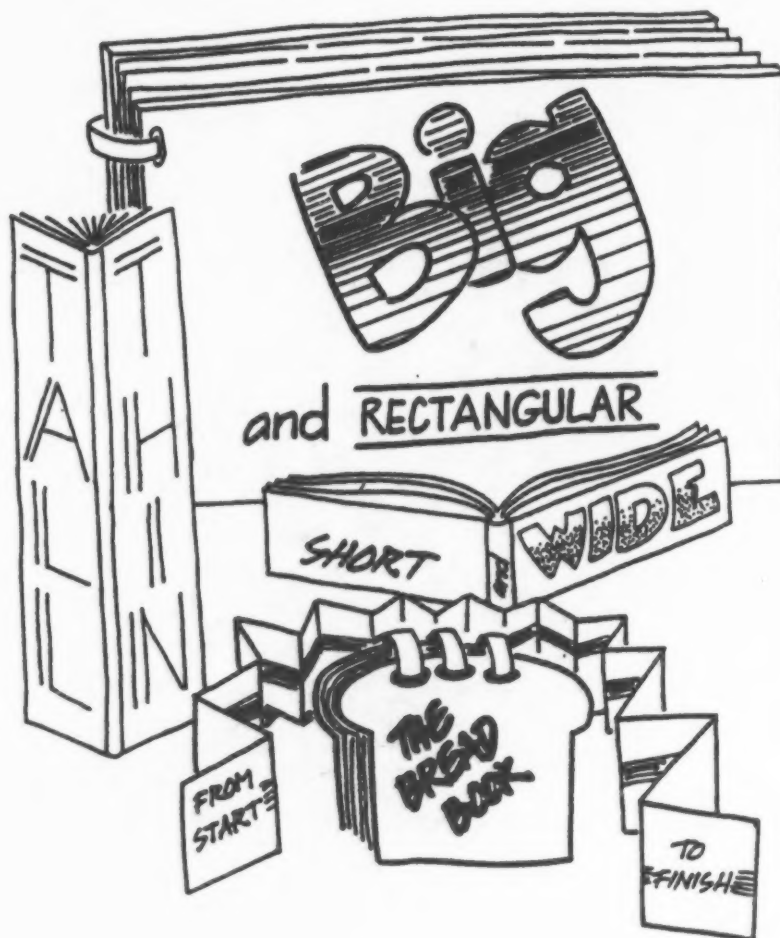
Once you have finished writing
your story or poems or riddles,
you need to think about what your
book is actually going to look like.

Think about the following questions
one at a time. Ask your teacher
and librarian for help.

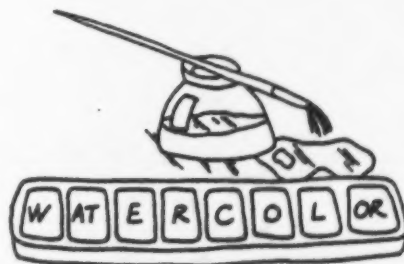
Prepared by: TECHNICAL ASSISTANCE CENTER
Dept. of Education • State of Hawaii

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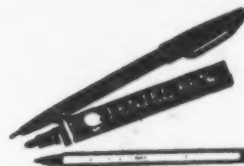
1. WHAT SIZE AND SHAPE
DO YOU WANT YOUR BOOK TO BE?



2. WHAT KIND OF ART MATERIALS WILL YOU USE TO ILLUSTRATE YOUR BOOK?



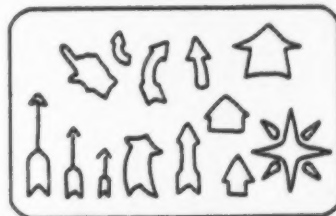
PEN & INK



FELT PENS



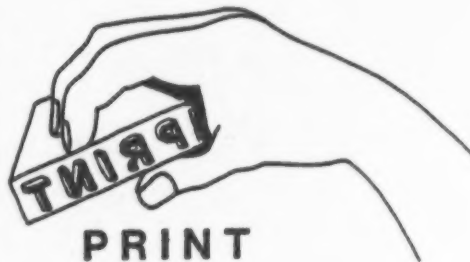
PHOTOS



STENCILS



A Tip: Don't use any material that rubs off easily, like charcoal or chalk. Also, crayons may smear if you are going to laminate your pages



PRINT

3. HOW CAN YOU MAKE YOUR ILLUSTRATIONS

EXCITING?

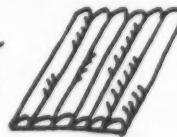
☀ Can you use different textures and surface decorations?

An example: If you want to create a scene like this ~
You can use colored pieces of paper or fabric:



Brown for the mountains and tree trunks;
Green for the treetops; Red or orange for the sun, etc.

to add more texture you could use fabric like corduroy that is ribbed

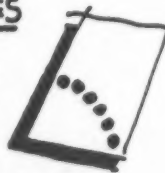


YOU CAN CREATE TEXTURE ON PAPER

By FOLDING: 

By MAKING HOLES

Also if you put a sheet of colored paper behind the sheet with the holes you can have color showing through the holes.



By CUTTING:



By ATTACHING THINGS

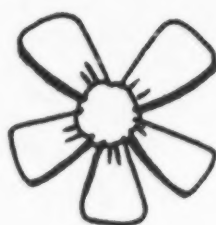


By EMBOSSING:

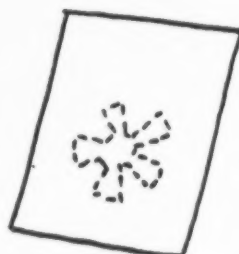
Embossing means raising a portion of a sheet of paper. It is done by placing a cut-out shape under a sheet of paper and creasing the sheet along the edges of the cutout.

1. Use railroad board or a material of that thickness to cut-out a simple shape.

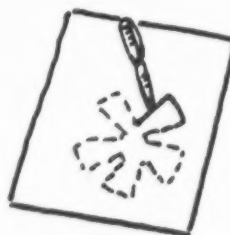
(ELSON cut-outs are very good for this)



2. Place a sheet of COVERSTOCK on the cut-out. Position the cut-out where you want the embossing to appear.



3. Using a rounded tip of a felt pen or similar object, crease the paper along the edges of the cut-out.



4. Your embossed shape will be raised above the rest of the paper's surface. You can emboss the same shape more than once or combine different cut-out shapes



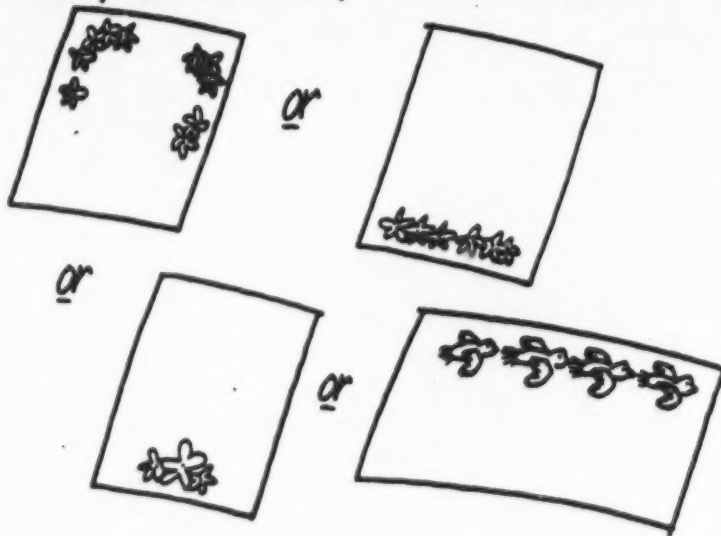
4. CAN YOU CREATE PATTERNS IN YOUR ARTWORK?

Yes!

You can create patterns by:

Using the same small picture or drawing many times to form your illustration.

FOR EXAMPLE: a drawing of a small flower can be used many times on a page to form a border...



5. CAN YOU SELECT SPECIAL COLORS TO ADD TO THE MOOD OF YOUR STORY?

COLORS can help set the mood of your story. Imagine how you feel on a dark, grey, rainy day. think about how you feel on a bright sunny day. the colors you use in your illustrations can create the same kinds of feelings in your story.

FOR EXAMPLE:

WARM colors like: YELLOW, ORANGE, RED
create happy moods.

COOL colors like: BLUE, GREEN, PURPLE
create sad or quiet moods.

SUGGESTION: You should carefully choose your colors to produce the effect you want. Sometimes using just 3 or 4 colors may give your book a special look. **EXAMPLE:** a student colored all of his illustrations in brown, orange, and yellow for a book on autumn.

CAN YOU USE YOUR OWN IDEAS FOR YOUR ARTWORK?

(SNOOPY and TAC-MAN are OK, but they are someone else's ideas!)



6. HOW MANY DIFFERENT WAYS CAN YOU PLACE YOUR ILLUSTRATIONS ON YOUR PAGES TO MAKE YOUR BOOK EXCITING TO LOOK AT?



7. Should you PRACTICE first?

yes!!!

MAKE A DUMMY

the DUMMY is:

- a rough draft of your book. It helps you to find and solve any problems with your book before you attempt the final product.
- a prototype or exact model of your book. It should be the same size and shape and include the same number of pages as the actual book.
- the point at which your book begins to really 'take shape'. The design and layout of your pages starts here.

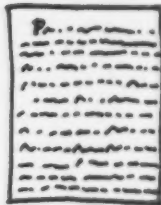
the process of

DESIGN and LAYOUT

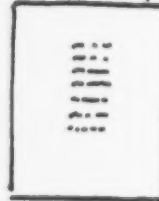
involves... • placement of the text and illustration(s) on a page for easy readability and attractiveness.

AVOID:

■ Crowding the page with too much text



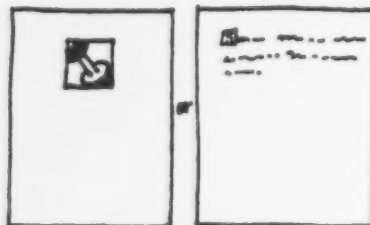
■ Having pages with too much space



• determining if page margins are to be wide or narrow. Margins are generally at least $\frac{1}{2}$ " at the top, bottom and sides of the page. But there are exceptions.

For example if a page is to have only a small amount of type or a small illustration:

PLACEMENT IS JUST BELOW TOP MARGIN



During the process of designing and laying-out your book and constructing the dummy, the following information will be important to remember:

1. **BOOK DESIGN** involves combining many separate elements (book size, page layout, type style + size, etc.) into a single unit.
2. **THROUGHOUT** the book ~ and on the cover and dust jacket - the illustrations and text, whether hand-written or printed or typed, should be similar in style.
3. **TYPE STYLE** should complement the illustrations ~ strong and bold illustrations should be accompanied by strong and bold type
4. **PAGE PAPER** can be white, off-white or colored and should relate to the colors of the endpapers and book cover.
5. The **DESIGN AND COLOR** of the illustrations should be coordinated with the design and color of the endpapers and cover.
6. Regarding the **PLACEMENT** of **ILLUSTRATIONS**:
You have choices:
 - pages can be full of type or
 - pages can be full of illustrations or
 - illustrations scattered thru-out.

AFTER you

1. Correct the first draft of your manuscript;
2. Decide on the book's design, margins and type style; and
3. Make a dummy...

You are ready
to place the text in the bound book.
But first... MORE CHOICES

There are 3 suggested methods for placing the text in the bound book:

1. Bind the blank pages of the book and then print or write the text directly onto the pages;
- ★ 2. Bind together the blank pages of the book, cut-up the final manuscript as determined in your dummy and glue the pieces into place on the bound book's pages;
- ★ 3. Prepare your book's pages but do not bind. Add the text and illustrations to the pages, then proceed to bind.
- ★ Recommended for ease and safety ~ easy to correct.

If necessary, how can art concepts and skills be reinforced and extended?

There are numerous opportunities to incorporate further instruction in art throughout the process of having students plan their books.

The lesson below is an example of what can be done if students need reinforcement in understanding principles of color harmony, and the use of shapes and textures.

- This lesson was provided by
Jane Higa, art resource teacher,
Honolulu District.

Lesson: tissue paper collage

Student objectives: To develop a sense of color harmony

To develop awareness of shape, texture, and background
to make a tissue paper collage

Materials used: White drawing paper
Assorted color tissue paper cut to approximately 6" x 9"
Glue
Newspapers to protect the working surface
Felt pen or India Ink and pen (optional)

Grade levels: Primary, upper elementary

Teaching procedures	Purpose
<u>Introducing the lesson</u>	
1. Share the following information as students select their subjects for their collages and start to work with tissue paper.	Develop awareness; introduce art concepts, skills.
a. Tissue paper, varied in hue and value, is very thin and translucent. Therefore, encourage the youngsters to tear pieces of tissue paper to build up the shapes. The overlapping of tissues will create value changes and will enhance the shapes with exciting textures.	
b. The main subject should be large, with contrasting colors for the background.	

Tissue paper collage (cont.)

Teaching procedures	Purpose
<u>Developing knowledge through problem-solving</u>	
2. Have students decide on the main idea and think of colors to emphasize the main subject. a. The background may be contrasting to emphasize the subject. Example: an orange car may have a yellow, blue or green background. b. Sometimes, it is fun to use neighboring colors for the background to express mood. Example: green tree, gray sky, green grass.	Utilize problem-solving techniques to apply concepts.
3. Have students tear tissue into small pieces or strips and apply drops of glue before placing them on the paper. Sometimes another medium may be used to enhance the shapes. Perhaps pen lines may delineate the shape clearly from a background that may not have enough contrast.	Apply art skills, concepts in a product.
<u>Evaluation</u>	
4. Evaluate student products for the following: a. Were students able to achieve a sense of color harmony? b. Were students aware of shape, texture, and background and were they able to clearly define them?	Assess students' grasp of art concepts, skills through evaluation of completed products.

Sharing of projects: a potpourri of ideas

What are some ways to have students share their books?

There are numerous ways to have students share their books. This is a critical step in the project because it helps to build self-esteem in young authors and helps them to value the authoring process.

The ideas below only begin to suggest the possibilities:

- have books added to the school library collection and have author and title cards placed in the card catalog--a prominent display of "new student books" will also generate excitement.
(Kamiloiki Elementary, Liliuokalani Elementary)
- have student authors read aloud to other classes in the library--especially older students doing this with younger ones.
(Kamiloiki Elementary)
- have students wrap and present their books as gifts to their families at Christmas, on Mother's Day, etc.
(Lincoln Elementary, Kanoelani Elementary)
- have an "author's tea" and invite parents and administrators to meet the young authors and hear them share their works.
(Nanaikapono Elementary, Nimitz Elementary)
- have a school-wide sharing with "author stations" in the library and schedule classes to enjoy the readings--organize this in a round robin fashion so that students can move in an organized manner and can get to hear several authors.
(Aina Haina Elementary)
- have an "inter-library loan" system between schools where librarians from two or more schools can exchange student books--have students write "letters to the authors."
(Kamehameha III Elementary, Lincoln Elementary)
- have a "book fair" and exhibit all student books in the library or cafetorium--publicize the event so that parents as well as students from other schools may be invited to the fair.
(Maunawili Elementary)
- have students produce sing-along or read-along tapes to go with their books.
(Kipapa Elementary)
- have students participate in a book writing contest in conjunction with Children's Book Week.
(Keaukaha Elementary)
- have books displayed in a public library.
(Kualapuu Elementary)

NATIVE HAWAIIAN ASSESSMENT PROJECT

Jurisdiction: Kamehameha Schools

Name of Project: Native Hawaiian Assessment Project

Target Audience: Board members, Administrators,
Secondary Teachers, Parents

Contact Person: Kamehameha Schools
Center for the Development of Early
Education
1880 Makuakane Street
Honolulu, Hawaii 96817
(808) 842-8301

Description of Project:

The Native Hawaiian Assessment Project describes an ecological model of need assessment and selected results of this effort.

The Curriculum Assessment is a 220-page report providing information obtained from administration of twenty-eight assessments. These assessments check achievement of knowledge and skills secondary school departments believe students should achieve by graduation.

The following is a list of goals and chart linking goals and instructional areas:

SCHOOL GOALS FOR STUDENTS

Each Kamehameha Schools student will be expected to develop to the best of his or her ability skills needed to relate positively to self and others, maintain health, continue learning, enrich existence and participate in contemporary society for a rewarding and productive life.

I. PERSONAL AND INTERPERSONAL SKILLS

The student should be able to . . .

- A. Identify personal strengths, attitudes and interests and select activities which facilitate personal growth.
- B. Demonstrate an awareness of the relationship between personal behavior and the responses of others.
- C. Define a system of values which reflects positive feelings about self and others and awareness of the rights and responsibilities of the individual within society.
- D. Demonstrate awareness of career possibilities and the values, attitudes and skills affecting success in various careers.
- E. Demonstrate an understanding of issues and strategies related to the management of personal resources.

II. HEALTH SKILLS

The student should be able to. . .

- A. Demonstrate knowledge and understanding of factors related to the achievement and maintenance of emotional and physical health.
- B. Plan a program of activities which fosters emotional and physical health.

III. LEARNER SKILL

The student should be able to. . .

- A. Demonstrate the ability to read, write, listen and speak effectively.
- B. Demonstrate knowledge of numbers and their operations.
- C. Describe and apply strategies for making decisions and solving problems.

IV. CULTURAL SKILLS

The student should be able to . . .

- A. Demonstrate awareness of creative expressions of mankind and an understanding of the ways in which such expressions can enrich one's existence.
- B. Demonstrate an understanding and appreciation of Hawaiian culture and values.
- C. Demonstrate an understanding and appreciation of cultures beyond the boundaries of his American heritage.

V. SOCIAL SKILLS

The student should be able to . . .

- A. Demonstrate an understanding of the major forces affecting the present and future (e.g., economic, political, scientific, social, technological) and describe the implications of various trends and alternatives.
- B. Demonstrate an understanding of the means by which individuals and groups influence decisions affecting the present and future.
- C. Demonstrate an understanding of contemporary Hawaiian issues and agencies.
- D. Communicate informally and be able to exchange ideas and information in a second language.

Chart Linking Goals and Instructional Areas

SCHOOL GOALS FOR STUDENTS		Art	Business Education	Counseling	English	Hawaiian Studies	Health/ Human Rel.	Industrial Education	JROTC	Languages	Math	Music/ Drama	Physical Education	Science	Social Studies	Speech
I. PERSONAL AND INTERPERSONAL SKILLS																
The student should be able to . . .																
A.	Identify personal strengths, attitudes and interests and select activities which facilitate personal growth.			X	X											X
B.	Demonstrate an awareness of the relationship between personal behavior and the responses of others.						X		X	X						X
C.	Define a system of values which reflects positive feelings about self and others and awareness of the rights and responsibilities of the individual within society.						X		X				X		X	X
D.	Demonstrate awareness of career possibilities and the values, attitudes and skills affecting success in various careers.		X	X				X	X		X			X		
E.	Demonstrate an understanding of issues and strategies related to the management of personal resources.		X				X									
II. HEALTH SKILLS																
The students should be able to . . .																
A.	Demonstrate knowledge and understanding of factors related to the achievement and maintenance of emotional and physical health.						X	X	X				X			
B.	Plan a program of activities which fosters emotional and physical health.						X						X			

SCHOOL GOALS FOR STUDENTS

II. LEARNER SKILLS

The student should be able to . . .

- A. Demonstrate the ability to read, write, listen and speak effectively.
- B. Demonstrate knowledge of numbers and their operations.
- C. Describe and apply strategies for making decisions and solving problems.

V. CULTURAL SKILLS

The students should be able to . . .

- A. Demonstrate awareness of creative expressions of mankind and an understanding of the ways in which such expressions can enrich one's existence.
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- A. Demonstrate an understanding of the major forces affecting the present and future (e.g., economic, political, scientific, social, technological) and describe the implications of various trends and alternatives.
- B. Demonstrate an understanding of the means by which individuals and groups influence decisions affecting the present and future.
- C. Demonstrate an understanding of contemporary Hawaiian issues and agencies.

Art	Business Education	Counseling	English	Hawaiian Studies	Health/Human/Rel.	Industrial Education	JROTC	Languages	Math	Music/Drama	Physical Education	Science	Social Studies	Speech
			X				X	X					X	X
									X					
	X	X			X		X	X	X			X	X	X
X			X					X		X				
				X						X			X	
						X	X		X			X	X	
													X	X
				X									X	

EVALUATION OF CHARACTERISTICS OF A GOOD SCIENCE PROGRAM

Jurisdiction: Marshall Islands

Name of Project: Evaluation of Characteristics of a Good Science Program

Target Audience: Elementary Science Teachers,
Administrators, Board Members

Contact Person: Titus Arelong
Science Specialist
Department of Education
Majuro, Marshall Islands 96960

Description of Project:

For the past twenty-five years, the Marshall's Department of Education has been engaged in various curriculum development projects in all areas of instructions in the elementary and secondary schools. In some subject areas the original instructional materials have been entirely revised without any valid means of evaluating their effectiveness.

The purpose of this project is to develop an instrument that can be used locally to measure the effectiveness of the Marshalls elementary science program. The science curriculum will be evaluated under ten main categories listed as capitol letters A thru J on the evaluation forms. Mini-workshops will be conducted to familiarize those persons who will be involved in the evaluation process. A sample number of schools and classes to be evaluated will be picked out at randum.

Evaluation data will be collected and analyzed by a staff of education specialists in the curriculum development center's main office. Collection and analysis of data will be based on various sources and methods including interviews, observations, class records, lesson plans, report cards, questionnaires and others. The matrix evaluation format will be used in assessing the current status of the science program being taught in the elementary schools.

The evaluation staff will compare the characteristics of the current science curriculum with what it is proposed to do. This matrix format will hopefully provide a systematic procedure for comparing what is desirable and what is being achieved in the local schools. It will also offer a method of diagnosing both weaknesses and strengths that can be eliminated or improved in order to upgrade science instructions in the elementary schools.

Project Goals:

The project is intended to develop a systematic means of evaluating and increasing the effectiveness of Marshalls' elementary science curriculum.

Objectives:

Sample schools and classes will be randomly picked out and evaluated during the school year.

Evaluation results will be analyzed by a staff of curriculum specialists.

A written report of the evaluation project will be prepared and submitted to the appropriate audience.

The product of the project will be used by proper authorities in decision making.

PROGRAMS EVALUATION PLAN - MARSHALLS ELEMENTARY
SCIENCE CURRICULUM

School: _____

Date: _____

Evaluation Questions (Please respond to the questions below.)

A. SCIENCE CURRICULUM PLAN	<u>YES</u>	<u>NO</u>	<u>NO DATA</u>
1. Are the goals and objectives of what the students will be doing clearly stated in the curriculum materials?	_____	_____	_____
2. Does the written curriculum plan describe the activities, lessons, and sequential experiences for grades 1 through 8?	_____	_____	_____
3. Is the science curriculum plan consistent with the basic goal of education in as prescribed by the education department?	_____	_____	_____
4. Is there evidence that the science program can make science learning valuable to the life of the students now and in the future?	_____	_____	_____
5. Does the science curriculum plan involve all teachers, administrators, parents, students and others in sustaining it?	_____	_____	_____

Sources of Data: Teacher's answers

Methods of Evaluation: Interviews and observations

When Administered: End of the school year

By Whom? Curriculum Specialists

Comments: _____

B. STAFF DEVELOPMENT PRACTICES

	<u>YES</u>	<u>NO</u>	<u>NO DATA</u>
1. Are regular inservice programs provided in accordance with your school needs in science?	_____	_____	_____
2. Do inservice programs offer the teachers specific skills, techniques, and materials that can be useful to them for their science teaching?	_____	_____	_____
3. Are the teachers, administrators, and other school staff members willing and eager to participate in education courses, workshops, and other educational activities that are made available to them.	_____	_____	_____
4. Does the school provide release time so that teachers can participate in science education programs designed to improve science teaching?	_____	_____	_____
5. Do you, the principal, participate actively in science inservice programs whenever the opportunities arises?	_____	_____	_____

Sources of Data: School Principal

Methods of Evaluation: Interviews and questionnaires

When Administered: During the school year

By Whom? Curriculum Specialists

Comments: _____

C. REVIEWING WRITTEN CURRICULUM
MATERIALS FOR SCIENCE CONTENT

YES NO NO DATA

1. Is there a balanced emphasis among the life sciences, earth sciences, and physical sciences in the curriculum?
2. Do the written materials include a study of problems which are relative to us now and in the future (example: population growth and pollution)?
3. Do the teachers have problems in following and using the instructions in the teacher's manuals?
4. Are the contents of the written materials relevant to what the students would normally encounter in a real life situation?
5. Can the students read and understand the written materials and instructions in the students worksheets.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sources of Data: Classroom Teacher

Methods of Evaluation: Interviews and observations

When Administered: During the school year

By Whom? School Principal

Comments: _____

D. REVIEWING WRITTEN CURRICULUM
MATERIALS FOR SCIENCE PROCESSES

YESNONO DATA

1. Do the written materials have a variety of hands-on investigations and activities which the students can actually do?
2. Are the scientific processes such as observing, interpreting, and communicating an integral part of the materials the children will use?
3. Are there provisions in the written materials to develop and maintain an appreciation of science and positive attitudes in the minds of the children in the classroom?
4. Do the written materials provide experiences in which the students can continue to develop and apply the skills that are needed for a growing, productive citizen?
5. Do the written materials encourage children to explore, discover, and find answers for themselves rather than telling them how things turn out?

Sources of Data: Classroom records

Methods of Evaluation: Interviews and observations

When Administered: Throughout the school year

By Whom? Principal and Specialists

Comments: _____

E. OTHER CONSIDERATIONS FOR REVIEWING
THE SCIENCE INSTRUCTIONAL MATERIALS

YES NO NO DATA

1. Are the science instructional materials clearly written, accurate, and up-to-date?
2. Is there any evidence of bilingual instructions being carried out in the classroom during science classes?
3. Do the written 1-8 materials proceed from the simple to the complex and are they designed for the children's level of understanding?
4. Is the information that the students will read in the worksheets written at suitable grade levels?
5. Are there opportunities for students to learn about science-related careers that they might undertake in the future?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sources of Data: Classroom teachers

Methods of Evaluation: Interviews and observations

When Administered: Throughout the school year

By Whom? Parents, principals, and teachers

Comments: _____

F. OBSERVING TEACHER BEHAVIOR IN SCIENCE
CLASSES

YESNONO DATA

1. Are all the teachers who are supposed to teach science actually teaching it for the allotted time? _____
2. When you discuss science, do your teachers display positive attitudes when they respond to you? _____
3. Do teachers regularly use a variety of teaching methods such as fieldtrip, group investigation, discussions, role playing, and small group projects? _____
4. Do teachers provide five opportunities per month for children to participate in science activities, investigations, or experiments in which they have hands-on experiences with real objects? _____
5. Do teachers regularly combine science with other curricular areas such as language arts, social studies, mathematics, art, music, and physical education? _____

Sources of Data: School Principal

Methods of Evaluation: Observations and interviews

When Administered: During the school year

By Whom? Curriculum Specialists

Comments: _____

G. OBSERVING STUDENT BEHAVIOR IN SCIENCE CLASSES

YES NO NO DATA

1. Do the children become physically involved in the science activities?

2. When you talk with children about science, do they display positive attitudes in their responses?

3. Is a substantial portion of the children's class time spent in science experiences other than in reading and listening?

4. Do students participate freely in in discussions of science-related activities and topics, often expressing detailed descriptions of their observations and ideas?

5. Are there opportunities for children to explore and find their own answers to questions they have in science?

Sources of Data: Teacher's answers

Methods of Evaluation: Observations and interviews

When Administered: During school year

By Whom? School Principal

Comments: _____

H. LOOKING FOR EVIDENCE OF AVAILABLE SCIENCE MATERIALS AND RESOURCES	<u>YES</u>	<u>NO</u>	<u>NO DATA</u>
1. Are science materials available in sufficient quantities to enable the students to have hands-on experiences with them?	_____	_____	_____
2. Does it appear that science supplies and materials are refurbished or replaced at the beginning of the school year?	_____	_____	_____
3. Is there adequate storage space for science supplies, equipment, and materials?	_____	_____	_____
4. Does the school have available water, containers, heat sources, and suitable environment for carrying out science experiments and activities?	_____	_____	_____
5. Can you see evidence of continuing science experiences (science displays, science-related books, science bulletin boards, plants and animals) in the classrooms?	_____	_____	_____

Sources of Data: Interviews

Methods of Evaluation: Classroom observations

When Administered: Quarterly

By Whom? School Principal

Comments: _____

I. REQUISITIONING SCIENCE RESOURCES

	<u>YES</u>	<u>NO</u>	<u>NO DATA</u>
1. Are science instructional materials readily available to teachers who want and need them?	_____	_____	_____
2. Are science teachers involved in the selection and ordering of supplies and materials used in science instruction?	_____	_____	_____
3. Are procedures for requesting and ordering science supplies and materials simple and efficient?	_____	_____	_____
4. Do teachers participate in inventorying, ordering, storing, and safe use of science materials?	_____	_____	_____
5. Does the school regularly receive supplies and materials requested from the central office?	_____	_____	_____

Sources of Data: Principal's office

Methods of Evaluation: Questionnaires

When Administered: End of school year

By Whom? Science specialists

 Comments: _____

J. PRINCIPAL'S LEADERSHIP IN SCIENCE
INSTRUCTION

YESNONO DATA

1. Do you show your leadership in science by working with teachers and students in class during the time science is being taught?
2. Do you let teachers know that they are expected to teach science for the times indicated in you curriculum plant?
3. Do you evaluate teachers during their teaching of science?
4. Have parents been made aware of your school science programs by activities such as PTA meetings which involve parents in science activities and science fairs?
5. Is your school's system for giving grades, reports, or student evaluations consistence with your science program's objectives and instructional practices?

Sources of Data: School Principal

Methods of Evaluation: Questionnaires and interviews

When Administered: End of school year

By Whom? Curriculum Specialists

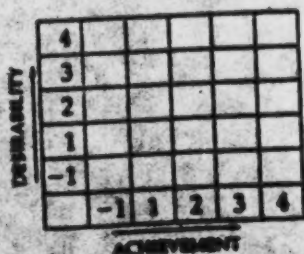
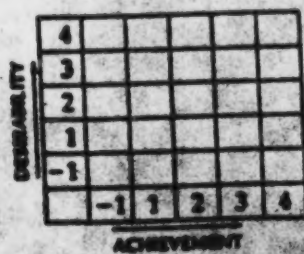
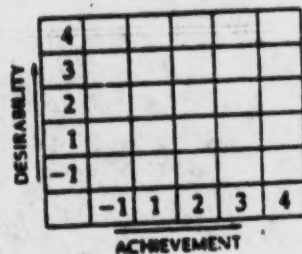
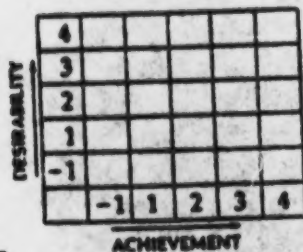
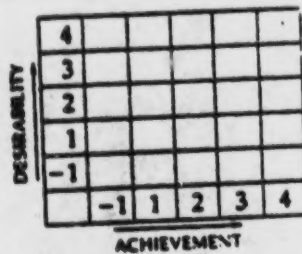
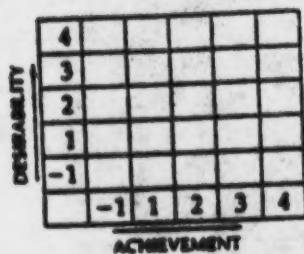
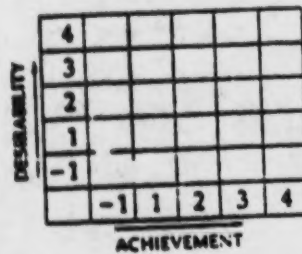
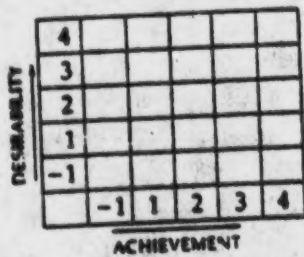
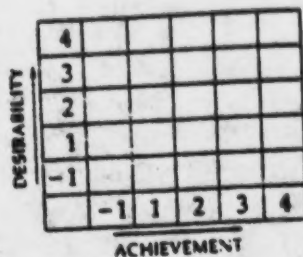
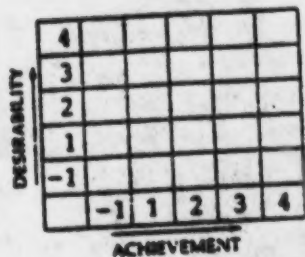
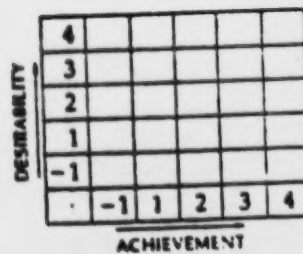
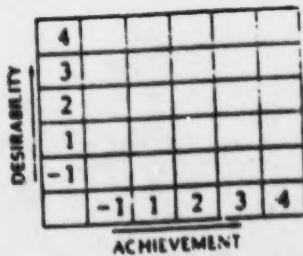
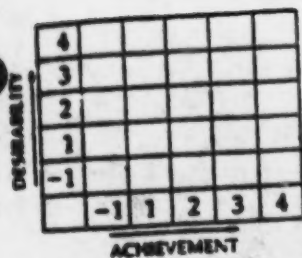
Comments: _____

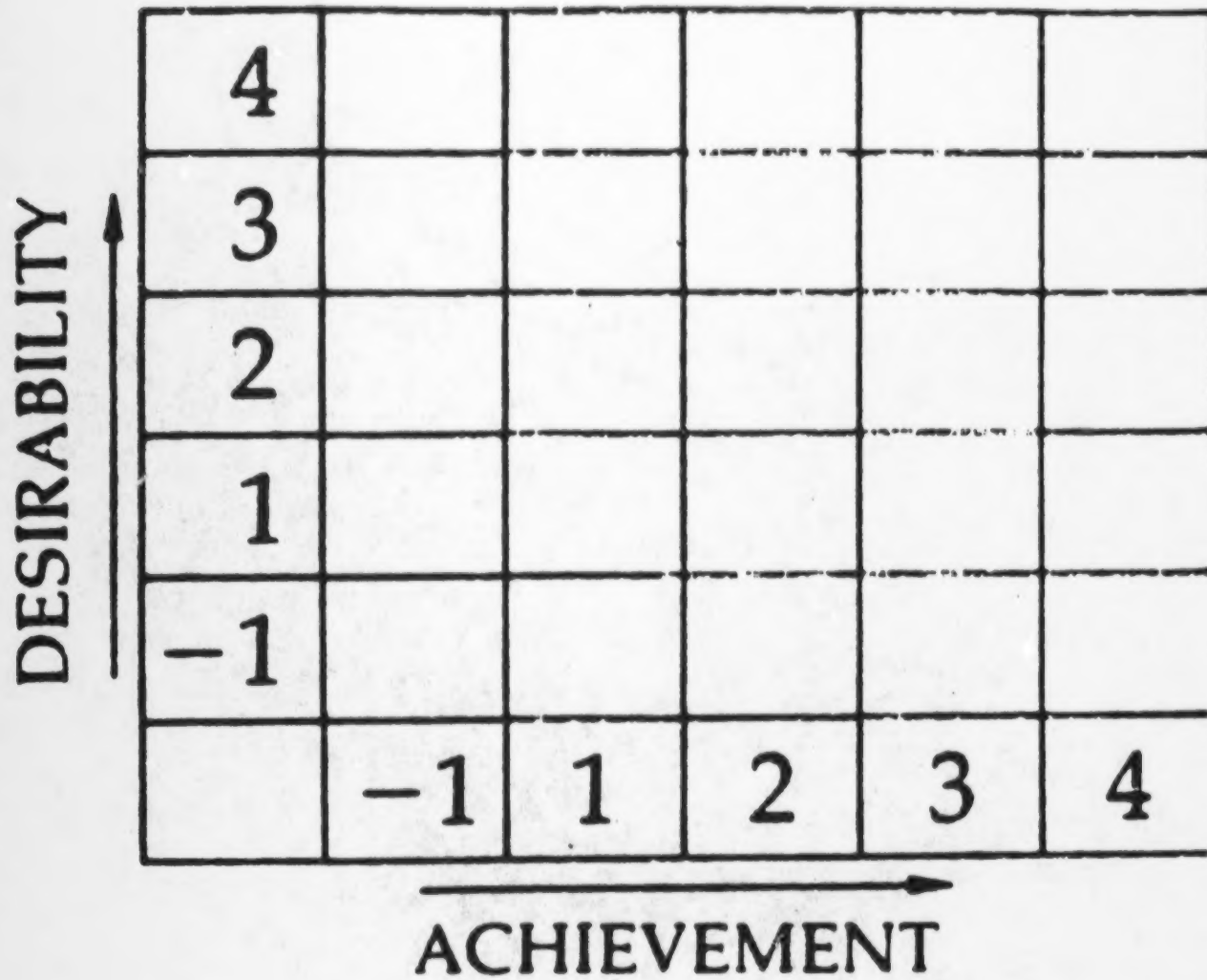
PRINCIPAL'S EVALUATION

1. Checklist Response Totals: Total Responses _____
YES ____ NO ____ NO DATA ____
2. Overall, I rate my science program as:
3. The major strengths of my science program are:
4. The areas most in need of in my school's science program are:
5. During the coming year I will try to take the following five (5) actions to achieve maximum improvement in my school's science program:
- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Now look over your list of five (5) actions which you have selected as starting points for improving your science program and place the numbers 1 through 5 beside them to indicate your priorities for action. One (1) is your top priority, five (5) is your lowest.

6. One long-range goal for improving my science program is:
- _____
- _____
- _____





PROCESS FOR THE DEVELOPMENT AND IMPLEMENTATION OF VALID TESTING

Jurisdiction: Northern Marianas

Name of Project: Process for the Development and Implementation of Valid Testing

Target Audience: Policy Board Members, Administrators, Staff

Contact Person:

Description of Project:

Goal #1: Develop procedures for selecting and developing diagnostic and achievement testing tools.

Task 1: Appoint testing committees with a suggested makeup of one Board member, one parent, three teachers, one mathematics consultant and three elementary principals.

Task 2: Review test selection procedures from other districts, review current literature and research; examine specific testing needs in Northern Marianas District; develop draft procedures; circulate to staff for review and input; develop final procedures and submit to Superintendent to secure Board approval.

Product: Board approved procedures for selecting and developing diagnostic and achievement testing tools.

Goal #2: Select and develop diagnostic and achievement testing tools for all grade levels.

Task 1: Commission testing committee established for Task 1 under Goal #1.

Task 2: Secure samples of up to three standardized 1-7 mathematics achievement test series for review and match them item-by-item with the approved curriculum description and instructional/learning material; check all tests for cultural bias.

Task 3: Select the achievement test series which best fits District needs and make recommendation to the Superintendent for purchase.

Task 4: Establish schedule and administer achievement tests at beginning and end of school year.

Task 5: Determine need for diagnostic tools not provided by the textbook publisher and/or the need to modify those diagnostic tools provided.

Task 6: Develop diagnostic tools needed, modify those which need modification.

Product 1: Achievement testing tools for all grade levels selected and purchased.

Product 2: All 1-7 students tested with approved testing tools in the fall and spring.

Product 3: Need for additional diagnostic tools or modification of existing diagnostic tools identified.

Product 4: New diagnostic tools developed and in use and existing diagnostic tools modified and in use.

FIVE YEAR ACTION PLAN

Jurisdiction: Federated State of Micronesia
Name of Project: Five Year Action Plan
Target Audience: Policy makers, school managers, the community
Contact Person: Henry Robert
Kosrae Department of Education
Kosrae State Government
P.O. Box ED
Lelu, Kosrae
Eastern Caroline Islands 96944

Description of Project:

The primary mission of the Kosrae Department of Education Implementation Action Plan for the duration of the first five years is to support the economic and cultural development of the state by providing:

1. a literate population who are provided with basic vocational skills which are pertinent to economic development of the state.
2. basic education knowledge in mathematics, reading, writing, social studies and other basic skills that are not mentioned in this Action Plan, and
3. to the extent possible through the education system provide cultural traits, values, and attitudes which will allow them to lead useful and productive lives.

The Department will direct its efforts to provide support for the Kosrae State Economic Development Plan by maintaining present vocational program and expending its efforts in the areas of career education at both the elementary and secondary levels and placing emphasis on vocational areas designated in the Economic Development Plan as having primary importance in the development of the state.

Students will continue to receive sufficient basic education skills and knowledge which will allow them to understand the institution of government and society and to exercise their rights and responsibilities of citizens of Kosrae. Efforts will be made to encourage selection of field of study determined to be of primary importance in the economic development of the state.

The primary source of public relations is at the school/municipality level. At this stage the prime education mover is the school principal supported by the teaching staff. Each school and community has a method of handling community relations.

The level of community relations varies from school to school. The key point in this Action Plan is to provide a workable education information action plan to the community. The Department wishes to see more support/input from the community for school activities while at the same time the Department provides a steady flow of information to the community on school activities, purposes, and goals. The long term goal is to have active participation of the Community in all levels of Department activities and functions extending to involvement in decision making. In this Action Plan a time-line of activities are provided to a group of audiences.

The components of this Action Plan for administration and implementation are composed of determining responsibility for plan administration in terms of review and monitoring, determination of factors, setting of a sequence for review and approval by the community and Government officials. To be effective the plan will have to be followed, but with a mechanism for frequent review and revision of the plan as needed. A quarterly monitoring of plan activities will need to be conducted by committee members designated by the Director of Education. The composition of the committee cannot be too large to prevent effective decisions, but should consist of 2 representatives from principals, 1 teacher from each school, 2 specialists, 1 administrator, 2 community representatives, 1 Board of Education member, and 1 municipal chief.

The committee would need to review evaluations, reports from the State Department of Planning and Economic Development, and other information relating to plan effectiveness and priorities.

I

Action Plan

Page 1

<u>Group</u>	<u>Information</u>	<u>Person Res.</u>	<u>Date</u>	<u>Recommendation/comments</u>
1. Teachers	General Meeting	Committee Members	Aug. 01, 1985 Aug. 30, 1985	
2. PTA	General Overview	Committee Members	Sept. 01, 1985 Sept. 15, 1985	
3. Board of Education	Graph Chart	Committee Members	Sept. 20, 1985 Sept. 30, 1985	
4. Governor and Head Director	Graph Chart	State Director of Education Committee Members	Oct. 01, 1985 Oct. 10, 1985	

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<u>Group</u>	<u>Information</u>	<u>Person Res.</u>	<u>Date</u>	<u>Recommendation/comments</u>
5. Legislature Sub. Committee on Education	General Overview Chart Graph	SDE Committee Members	Nov. 1, 1985 Nov. 10, 1985	
6. Legislature	General Overview	SDE Committee Members	Nov. 15, 1985 Nov. 20, 1985	
7. Private Sectors/ Business	Orientation Radio Program Pannel Discussion	Committee members	Nov. 21, 1985 Dec. 5, 1985	
8. Community	Radio Program General Overview	Committee members	Dec. 10, 1985 Dec. 20, 1985	

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II Design

1. Review and Edit Workshop on the following chapters in the plan.

- a. Goals and strategies
- b. Facilities and Equipment
- c. School Enrollment
- d. Curriculum and Instruction
- e. Personnel and Training
- f. Community Education
- g. Post Secondary Education
- h. Evaluation
- i. Support Services
- j. Finance and Budget
- k. Appendix

Organizational chart

Personnel Position Description

2. Five Year Education Implementation workshop (Cycle)

II DESIGN

1. Review Workshop
2. Five Year Development Workshop
3. Five Year Implementation Workshop

A FIVE YEAR PLAN DISSEMINATION STRATEGY AND TECHNIQUE

Jurisdiction: Guam

Name of Project: A Five Year Plan Dissemination Strategy and Technique

Target Audience: Board Members, Administrators, Teachers, Parents, Community Leaders

Contact Person: Dr. Ione Wolf
Deputy Director
Department of Education
P.O. DE
Agana, Guam 96910
(808) 472-8901/8618

Description of Project:

Goal

To develop a common awareness and understanding of the Department of Education's five year plan—A Blueprint for Excellence.

One of the keys to planning and its ultimate success is the careful and systematic development of "ownership" over the planning process and the document produced. Within organizations, the common vehicle for achieving this end is the involvement of people at all levels. To a limited extent, this involvement can include community representatives. The ensuing task is to seek maximum awareness of the plan, its content, and its intended outcomes. The Guam Department of Education developed a strategy for moving toward this end. A brief description is:

1. As a draft five year plan is completed, a comprehensive, but succinct summary document is prepared. Guam developed a pamphlet that carefully and completely captured the essence of their plan.
2. A summary pamphlet reduces the amount of required reading necessary to gain an understanding of the plan's content.
3. A summary pamphlet substantially reduces the cost of mass distribution of a document both within the Department and to the greater community.
4. The summary becomes a talking piece through an island-wide series of hearings scheduled for each village.

5. In addition to utilizing the written summary, the on-site village hearings provide an oral overview of the plan using an overhead projector and transparencies that stress key points. Community responses are recorded and conveyed to the appropriate planning subcommittee for consideration in the redrafting phase.

The outcome of this strategy is a broadbased understanding of the Department of Education's five year plan and a feeling of being a part of the process and the product.